

## PERSONAL

It is not too late to hope that 1983 may go down in history as the year when the relation between education and politics changed. I wish I believed it would happen. I am far from thinking that education could ever be a politics-free, let alone a value-free, business. But at present the relation between schools and politicians (and of course, between universities and politicians) is uneasy and suspicious. One good sign, however, is that we have all become much more self-conscious, much less naive, about what the relation is and could be.

One element in the complexity of this relation was clearly stated in *The TES* leader for the beginning of the year (*TES*, December 31). Referring to the importance of Secretaries of State to effect actual changes of policy, the leader writer suggested that this disease could, in principle be cured. "What is much more difficult to do anything about is the cultural gulf which splits the schools which most pupils now attend from the educational tradition to which most senior administrators and politicians belong. The gap is that which separates the idea of the grammar school from the idea of the comprehensive school." This is profoundly true.

Education is always in a difficult position with regard to the outside world. People are prepared to bow to superior knowledge in the case of industry, medicine, the law. In such fields as these, everyone recognizes that there are professional practitioners, that there are professional schools. Every parent believes himself in a unique position to know how his child ought to be educated; every politician can look back on what processes led him to the high position he now holds. Such processes must be good, and must therefore be perpetuated.

In the excitement of socialism after the war, the gap between politicians and practitioners of education was to some extent obscured. Those, of whom I was one, who voted Labour in our first-ever election in 1945 were carried along by an extraordinary sense, (a direct consequence, I now believe, of war) that there was an obvious and agreed way to go. The new Labour government did not need advisers. They would know what was good for us, educationally, and we would agree that it was good. Atlee, as Jo Grimond suggested recently in print,



Mary Warnock

was a paternalistic, not a democratic Prime Minister. But who cared about a bit of paternalism, as long as there was a consensus in the family about what we should all do?

Many Labour politicians never really understood what it was we eventually agreed to. Harold Wilson, notoriously, held that the ideal of the comprehensive school was "grammar school education for all". I remember talking to poor bewildered Fred Mulley in his term of office at the DES, and he said that he owed his success to grammar school which enabled him to go to Christ Church and thence, by various stages, to Elizabeth House. He believed in this *cursus honorum*, and did not quite recognize that he could not also straightforwardly believe in the comprehensive ideal. No wonder our Conservative leaders are confused and out of touch, if even their Labour predecessors were so ambivalent.

Have we then to wait for leadership, until there emerges a paragon who is not only Secretary of State for Education, but was educated at a premier comprehensive school? I don't think we need. We know, these days, that Secretaries of State need advisers. The crucial thing is that they should seek advice from people who actually understand what school education is... not only what it was 40 or 50 years ago.

The best Secretaries of State we have had in post-war years (Crosland, for example), have been activated by a vision of education as a kind of social service, a way of improving society as a whole. What we now need is someone who, instead, regards education from a narrower point of view, as a means of enabling children and adults to learn. This is a far more difficult framework within which to offer leadership and vision, because it is essentially a professionally-constructed framework again, the com-

parison with medicine or the law (relevant). So advisers must be professionals, but professionals must be able to see the wider vision.

The Inspectorate, under the leadership of Sheila Browne, has filled this role, but, by the nature of its position, could quite do so. They, and Browne conspicuously, had a critical, independent, ready-made into trouble. (I sometimes wonder whether it was playing hockey made Sheila so tough and resilient. I never saw her play, but to see her returning from the field, hungry, puffed, and soon ready more.)

An adviser must be equally independent, but more tactful, sensitive and subtle. The world of teachers must be full of people who have acquired, because they needed, such virtues. Can Secretary of State be prevailed upon to take one or more of such into his confidence? Or can some director of a local education authority, who knows the ground, above all knows how to get a good school from a bad? It is with the backing of such people that we can hope for credible and the ultimate bridging of the gap between school and State.

## ARISTIDES

## In the eye of the storm

One of the side-effects of the Luke Rittner imbroglio at the Arts Council was an awkward little situation over the leadership of the drama department: presumably (we have to speculate) because of the high-level turbulence, the man who had been offered the job of drama director turned it down. Last week Dickon Reed was offered the job, and did not turn it down.

Reed's appointment is interesting, particularly for readers of this paper, writes Michael Church, in that for much of his varied career he has been directly concerned with education: the man to whom Sir Peter Hall and Trevor Nunn will soon be going cap in hand was a co-founder of the theatre-in-education movement at the Belgrade Theatre, Coventry, has worked in children's television (on, among other things, *Jackanory*), and was a noted drama producer for schools radio at a time when the likes of Ted Hughes and



Dickon Reed... fresh wind

Tom Stoppard were happily writing for it.

The job in which he will remain till April, however, is yet another indication of the fresh wind that may soon start blowing on Britain's subsidized theatres: he is currently head of the BBC's World Service drama department, and thus responsible for the entertainment and instruction of audiences stretching from Albania to Yokohama, Aden to Zimabwe.

He finds the challenge exhilarating: the audience tend to be young, to have some form of higher education, but to have English only as a second (or third) language. The plays he beams to them (four slots a week) are frequently classics (listened to for examination purposes) but, if contemporary, are chosen, and often re-edited, so as not to depend too heavily either on verbal nuance or regional dialect.

Bush House drama is second in worldwide popularity only to the news, and it is the one area in which Radio Moscow does not compete. Asked about his intentions, he is sensibly cagey: his first task, after meeting his staff, will be to subject the entire list of revenue clients to close scrutiny. He is clear, however, about two of his priorities, one of which will be to find ways of drawing in the 16-25 age group (vital in view of the unemployment problem) and the other being to help regional theatres to match the standards of the metropolitan ones.

He is a "great believer" in the fringe, though not when it is fuelled by the conviction that idealism can compensate for a lack of technique. He is very keen to see more sponsorship of live theatre by the broadcast media: the spectacle of the RSC getting together with Channel Four has been, he says, very encouraging. Having trained in a university drama department (Bristol, 1960-63), he is well aware of the value of such facilities, and intends to help defend them against the current financial onslaught with any means at his disposal. Yes, all in all, very encouraging.

## Creative speaking...

Education junior minister Bill Shellon certainly has an ear for the felicitous phrase.

"I want to explode a few myths which some people believe about unilateral disarmament," he told his local party in Sireham at the weekend.

Who needs J. Walter Thompson?

**University of Morley**  
The award by virtue of the power vested in them by the University of Morley, to confer the title of Bachelor of Arts

who by reason of superior intellect, wisdom and knowledge has donated 25p towards Newlands' Capital Development Fund.

GRADUATE No. 1807

## A degree of local spirit

This handsome certificate from the University of Morley was sent to us in response to last week's front-page story about the alleged University of Somerset.

"We charge a mere 25p for our degrees," wrote Andrew Cathcart, head of Newlands County Primary School in Morley, Leeds.

The degree is awarded, as the small print of the inscription explains, to anyone "who by reason of superior intellect, wisdom and knowledge has donated 25p" towards Newlands' Capital Development Fund.

"We were desperate for money," explains Andrew Cathcart. "We were committed to building an extension, and the authority said they approved, provided we did it from our own resources."

Parents and teachers started fundraising, but what gave the drive added urgency from Mr Cathcart's point of view was that he had signed an agreement with the builder's solicitor to pay him within a year - and had mortgaged his own house as security for the £7,500 bill.

Mr Cathcart seems unmoved by the enormity of throwing in his own home where the l.e.a. refuses to cough up out of the education budget, though he agrees that he hasn't heard of any other head doing the same. "I'm surprised they haven't. They're on to a certainty. The community will always be there round the school."

This was certainly true in Morley, where the printer did the certificates free, and someone gave them an interest-free loan for a year for the full amount. It was all repaid. More than £500 was raised on the degrees and raffle tickets sold to everyone in

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Morley. All 21 working men's clubs helped.

Newlands primary now has a changing room with 12 showers, which, fittingly, is used by the whole community and a tutorial room for small groups.

Community footnote: the official signatures on the certificate belong to two celebrated local brewers.

**No 87 CROSSWORD** by Nick Wood

Across

- Account for cutting and pruning? (4)
- Welsh river name (8)
- Pull handles (4)
- Put on oil (8)
- Be frank, but not cutting (3,2,7)
- Blatant threat (6)
- Band member with permit (6)
- If last all a new ceremony (12)

Down

- Task for those not in favour (8)
- I play in Roman children's game (1)
- Is uncut maybe and split (8)
- The knot sailors avoid (4)
- If it operated by the ring-finger? (4,4)
- A substitute for match (7)

Solution to puzzle in No 86

## Reger fans bare all

When *The TES* asked teachers out their personal preferences, survey five years ago, books and theatre-going came top of the list. Now *The Sunday Times* alert to social trends, has set with something completely different.

A couple of week-end women's pages joined in the waiting at the imminent collapse of the firm of Janet Reger, right owned for the most part by a slinky, expensive lingerie designer, M & S in this particular case. "Who invents in Janet Reger's lingerie?" asked *The Sunday Times* in *The ST*. "The wearing in this morning - traffic jams, burglars, university lecture shop keepers, housewives, nurses, MPs (of either sex) know."

But it seems it is teachers who are wearing orchid pink satin and knickers at £28 or so, slips for a times as much. More than the letters printed in reply last day were from teachers, mostly two heads. The head of a nursery school wanted to "add accolade to the mixture of elegance, wickedness and short gait."

## THE TIMES Educational Supplement

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## Voucher plan too tame: Sir Keith told to think again

by Biddy Passmore

Sir Keith Joseph, the Education Secretary, has been told by Cabinet colleagues to produce a more radical school voucher plan to be considered alongside the two-part scheme submitted to them last week.

But, contrary to some reports, the Government has not yet decided whether to introduce a scheme - or, if it does, what form it should take. Ministers fear that too radical a scheme might alienate Conservative education authorities, jeopardizing their chances of passing pilot projects off the ground.

As well as frightening the electorate, they feel too modest a scheme would not be worth doing at all. At the last meeting of the Cabinet committee on home affairs, which is chaired by Mr William Whitelaw, the Home Secretary, Sir Keith's original plan is said to have been rejected by both Sir Geoffrey Howe, the Chancellor, and Mr Leon Brittan, Chief Secretary to the Treasury. Their chief complaint was that it failed to make state schools stand on their own feet.

The plan involved giving all parents whose children received a day at an independent school a voucher worth the average cost of a day at a state school. They could then top up to meet the full fees. Parents opting to stay in the state school system would be given a voucher to take to the school of their choice - and that choice would be expanded through a system of open enrolment, under which popular schools would be given grants to expand. The voucher would not, however, have any cash value in the state sector, so unpopular schools would not lose money.

It was this aspect of the scheme which was most heavily criticized by Treasury ministers, who said any scheme must make a real difference to schools in the state as well as the independent sector. But Sir Keith's paper ended by saying he was willing to take his plan away and think again - and that is what the committee asked him to do. DES officials are now working on a more radical plan which the Education Secretary can submit to the committee in a few weeks' time. He hopes to make an announcement on the Government's plans in the spring.

In fact, it appears that an alternative scheme has already been devised in the Department of Education by Mr Oliver Letwin, Sir Keith's adviser, in consultation with the Treasury and with the support of Dr Rhodes Boyson, minister for schools. It is understood this version would allow each local education authority to set its own level of vouchers, which would account for perhaps 80 per cent of the true cost of educating a child in one of its schools. The authority would then

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## Black group blames heads

Many heads in the London Borough of Haringey have been blamed for "appalling" exam results in a black pressure group which is accused by the chief education officer of using "menacing rhetoric".

The group, which includes some teachers, has taken advantage of the Education Act to see the exam results of individual secondary schools, and feels that black children are massively under-achieving. Six comprehensive schools in the borough achieved just 47 O level passes out of more than 1,000 pupils.

Half of her 13-year-old boys stay fresh with a personal deodorant and

## A case of sweet William these days

Modern schoolboys are polishing up their image. The grimy, sweat-stained urchins of fictional folklore, epitomized by Richard Crompton's William, have given way to a sweeter-smelling breed.

At least, that's the message to emerge from some intriguing research carried out by Ms Sue Sisson, "health coordinator" at a comprehensive school, who reports her findings in a new journal launched by the Schools Health Education Unit.

Half of her 13-year-old boys stay fresh with a personal deodorant and



Forty feet of garden hose and buckets of ingenuity have kept this Ipswich primary school in business since last week when a burst main cut off the water supply.

The hose is fixed to a standpipe, laid on for the school's exclusive use, and water for lavatories and washing is piped straight into the plumbing.

But just in case something goes amiss, every afternoon children and staff top up the reserve supply. Here Mr Trevor Spall, headmaster of Sprites Road Junior School, supervises operations.

Meanwhile, Mrs Margaret Walker, headmistress of the adjoining infants school, makes sure that no one goes thirsty. Her car acts as a concerted tanker, bringing in six gallons of drinking water every morning.

The Dunkirk spirit also surfaced at Blbury in Gloucestershire. Dinner ladies from the local primary school made sure everyone got their just desserts by humping apples home and stewing them overnight.

## Appeal for more FE staff training

by Bert Lodge

Tens of thousands of further education lecturers have no teaching qualifications. The Advisory Committee on the Supply and Education of Teachers points out this week.

The committee is urging the Government to establish a coherent system of in-service training for these lecturers - almost 50 per cent of the total force - which would lead to the professional qualification of Certificate in Education (FE).

Pre-service training is available now, the committee recognizes, leading to Cert Ed (FE) after a one-year full-time course. "But the absence of any statutory or other binding requirement for an FE teacher to hold a professional teaching qualification means that tens of thousands of FE staff now serving in all kinds of institutions for further and higher education have received no formal instruction in teaching methods."

Of the 16,700 polytechnic lecturers three-quarters are untrained. The figure falls to just under a half among the 63,000 staff in further education and other establishments.

## Schools 'key' election issue

About 4 in 10 people think education will be the most important issue in the next general election. In a Marplan poll published this week 36 per cent of those interviewed saw education as the key issue. Of those 33 per cent were Conservative voters, 39 per cent Labour and 37 per cent Liberal Social Democrat.

Unemployment was easily the key issue for voters, followed by defence and disarmament, according to the Marplan poll of 1,459 voters published in *The Guardian*. The EEC ranked below education.

Eighty per cent of voters said they do not want to see tax cuts in the Budget if it means education cuts.



GILLIES MCKINNON

## NEXT WEEK

■ Bunking off: unpublished results from a Home Office experiment show a dramatic reduction in pupil absenteeism when juvenile courts take over the day-to-day supervision of persistent truants.

■ Baby blues: post-natal depression can afflict the rest of the staff when teachers' maternity leave disrupts pupils' education.

■ Books: Annette Kobak on child care from Locke to Spock, Jonathan Dimbleby on Palestine, Harry Judge on the social sciences.

■ Extra: EFL.

## Creative speaking...

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## THIS WEEK

COMMENT PLATFORM PRIMARY AND PRE-SCHOOL SCHOOL TO WORK OVERSEAS NEWS LETTERS PERSONAL, ARISTIDES AND CROSSWORD CLASSIFIED

## Baby blues

How teachers' maternity leave can play havoc with school organization and pupils' learning 21

Resources/Media Review of materials from Amnesty International; reviews of *Today's History*, a Channel 4 series; *The Royal Family*, a new children's television series and *Horizon* on LOGO. 36, 37

## Arts/Books

Annette Kobak on the curious history of child care; Martin Fagg on the arms race; Jenny Rees on Zedler's *France*; Robin Wain on television documentaries; Peter Brinson on dance; Ted Wragg on breakfast television; John Dancy on linguistic change 24-29

EXTRA English as a foreign language 30-35



## Birmingham's pragmatic answer

Birmingham's secondary reorganization plans have now emerged from the Section 12 procedure with the approval of the Secretary of State (page 10). The result is a hybrid scheme by which the city will lose some 9,600 places by 1990: it involves the closure of a number of 11-18 schools and the merger of others; the creation of three sixth-form colleges; and the preservation of the aided grammar schools on the King Edward's foundation, Handsworth grammar school, and the Sutton Coldfield boys' and girls' grammar schools.

The state of the political parties in Birmingham, where the Conservatives have a narrow majority which may well be tested when a third of the seats come up for election in May, is enough to ensure that the controversy will remain alive. A Labour scheme for 11-16 schools and tertiary colleges was in the pipeline when political control changed last May. It was withdrawn by the incoming Conservatives, who set to work to hammer out a scheme of their own preserving "schools of proven worth", ie grammar schools and some of the more successful 11-18 schools.

The scheme which eventually reached Sir Keith had been the subject of extensive local consultation, in the light of which it had been modified in various ways. One point which came out of the local meetings was the strength of feeling about school-size: in response to parental pressure Birmingham included among the list of surviving schools some 11 to 16 schools likely to have fewer than four forms of entry. This, Sir Keith has accepted against (as it were) his better judgment, with a pointed reference to the L.E.A.'s duty to keep them "under careful review so as to ensure:

appropriate staffing levels for the curriculum needs of the pupils concerned".

All of which draws attention to the importance of the 185 secondary posts which have been created to ease the reorganization process. Without removing all difficulties, this will at least provide a sweetener, and if a curriculum-led staffing policy is the corollary to the continuance of the small 11-16 schools more generous staffing than Birmingham schools have enjoyed in the past is a *sine qua non*. It has also become clear that, given a continuing surplus of places within the system even after this round of cuts has been executed, parental choice will play a part in determining which schools survive and which go under. The small schools may prove popular and hold their own - or they may not.

The Birmingham scheme, like the Manchester plan before it, is clearly open to objection from those who believe that the 11-16 schools must be at a disadvantage to the 11-18s - that, in fact, a school without a sixth form must enjoy less esteem than a school with one, if they both exist side by side within the same system. But Birmingham is a large place and the areas of overlap, even given the enhanced importance which L.E.A.s must now ascribe to parental preference, will be limited.

A very great deal is going to depend on the new sixth-form colleges. Birmingham pioneered the idea of inter-school cooperation - the consortia arrangements - as a means of keeping otherwise unviable schools in being. Now it is being recognized that sixth-form consortia have only had limited success, and that pre-sixth form cur-

ricular needs are better met by deliberately enhanced, curriculum-led staffing than by improvised resource-sharing. The sixth-form colleges could rapidly develop into powerful institutions, provided they are very broadly based and well-found. This week's HMI report on Widnes sixth-form college (page 7) shows the need for close cooperation with further education, and for a strong and consistent policy. Of course, the easiest way to guarantee cooperation between the conventional sixth form and further education is by setting up tertiary colleges, and it may be that this is where Birmingham (and, certainly, Manchester) will end up. But in the meantime the heads have already been appointed for the sixth-form colleges and they are all set to take off in September.

What Birmingham secondary schools now need above anything else is a period of stability and calm. If Labour wins control in May, this scheme will still go through until or unless another set of proposals are published, another set of Section 12 notices are posted and another Secretary of State (for it could hardly happen this side of a General Election) decides to accept them. What will not go away are the underlying demographic trends which have precipitated these changes. Neither Labour nor the Conservatives can afford solutions which are without pain or inconvenience: the only question is which set of snags to choose. For the sake of the long-suffering teachers and pupils of Britain's second city, the hope must be that this will provide at least an interim basis on which to build the qualitative improvement of secondary education, which can never be achieved without some continuity and steadiness of purpose.

### COMMENT

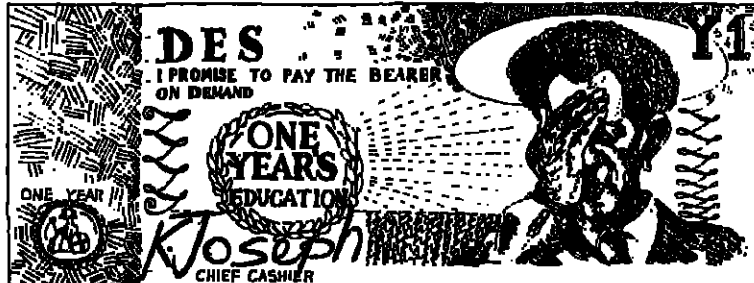
## How radical can you get?

Poor Sir Keith Joseph must be a chastened man this week. The guru of the radical Right has been told by his ministerial colleagues that he is not radical enough. He must go away and think again and come up with a less modest proposal for education vouchers (page 1).

The view at Numbers 10 and 11 Downing Street is that the Education Secretary has been nobbled by his officials - just as he was at the Department of Industry. There, he poured money into lame ducks; at Education, it is said, he has been sweet-talked into saving the education service by devising a voucher scheme that would not actually disrupt it very much. So Sir Geoffrey and Mrs Thatcher - supported, inevitably, by Dr Rhodes Boyson, junior minister for schools - have decided to force him back to his true principles.

Now it is true that the scheme devised by the DES, which Sir Keith took to Cabinet Committee last week, was not really a voucher scheme in anything but name. It involved, on the one hand, an extension of the Assisted Places Scheme, so that not only the brightest children would get help with fees, and, on the other, an extension of parental choice in the state sector by letting schools expand to meet demand. The piece of paper involved - the actual voucher - was neither here nor there, although some argued that making parents take a piece of paper to the school of their choice would make them think hard about their decision. In fact, the DES was already talking about giving the voucher a less ambitious name. (Why not coupon? cut-price offer?)

Viewed from the Right of the



political spectrum, the scheme was flawed because it failed to bring any real market discipline into state schools: their funding would have been almost unaffected by their popularity. Viewed from the Left and Centre, it was open to attack because of the scorn it showed for the state sector - and the absurdity of urging councils involved with experiments to keep spare places open while urging all the other L.E.A.s to cut them out.

But it had two great advantages from the practical point of view. First, it did not involve virtually dismantling local education authorities: so there was a fair chance of finding a suitable sample of Tory-controlled councils to try an experiment. Indeed, at least half a dozen were tentatively lined up to do so. Second, if the state and private aspects of the scheme had been run alongside each other in local authority areas, that could have provided a first stepping stone towards wholesale privatization.

With a full-blooded scheme - under which state schools would in effect become private schools, entirely dependent for funds on the cash value of the vouchers they could attract - these advantages would go by the board. What local education authority, however ideologically committed its leaders, would roll over on its back and ask to be abolished? Since the answer must presumably be none, the Government would have to impose a national scheme all at one go. That would involve a few minor changes

such as the repeal of large chunks of the Education Act, the removal of local authorities' duties to provide education, the abolition of Burnham... (Not only DES officials quail before such a prospect. The Prime Minister and her Chancellor can also recognize the electoral suicide implied by that sort of radicalism, as their reaction to the Think Tank leak made plain.)

So DES officials are now left with the thankless task of devising a scheme which makes state schools respond to market forces and still leaves local education authorities with a role to play. It will be interesting to see how they square that particular circle, or whether, in their attempt to do so, they can explode this nonsense once and for all.

## HMI lays it on the line

This week's batch of reports from HMI Inspectors (page 7) is a clear justification of the new policy of making the reports public. Two bear directly on important current concerns - graded tests and sixth form reorganization.

The report on modern languages tests justifies those who warned about the obvious danger that some teachers would concentrate on teaching the tests, not the subject. The HMI report doesn't invalidate the development of graded tests but it is a useful cautionary study.

The report on Widnes sixth-form college shows how wide of the mark some spokespeople for the teaching profession were when they opposed the publication of reports on individual schools. Any authoritative case study which shows the complex problems that a school or college may face, even when it is notably well-managed and pretty well-staffed, should be welcome. More important, the report is a vivid contribution to the debate on the relative merits of sixth-form and tertiary colleges.

It would be extremely naive not to see how publication of an HMI report could, on occasion, be used selectively to fuel some local political row - about a school closure, for instance. Or that narrow reporting could distort the HMI's findings - this week's primary reports show how unfair it would be for primary schools' achievements to be judged entirely by their success in reading, important as that is. But full publication gives schools the ammunition to fight back against selective reporting.

No doubt the new policy will mean that HMIs may be tempted to pull a few punches (though their quiet, now-you-see-it-now-you-don't style so far seems unchanged). No doubt schools will take even more trouble to get the curriculum flow-charts up on staffroom walls before the inspection. But the net result will still be a fascinating set of case studies on the workings of schools, which teachers themselves can use to educate their local communities, and a running commentary by the inspectorate on current issues.

no comment

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## Second opinion Landmark on the open road

The small print of the new Education Act comes into effect this week. The new regulations are highly significant concessions to the parents of children in special schools.

The regulations define the "statements of special educational needs" as made (though, of course, not necessarily in special schools) by a committee of advice prepared by the L.E.A. during assessment.

The regulations define the "statement" as a document which must be copied verbatim into the L.E.A.'s records. It must be copied verbatim into the L.E.A.'s records. It must be copied verbatim into the L.E.A.'s records.

This is a major breakthrough. All those who have argued that parents have a right of access to their children's records are now getting their way. The White Paper issued in 1982, which preceded the new regulations, stated that "The Government agrees a widely-held view that it is wrong to require full details of a child's special educational needs to be kept in the L.E.A.'s files."

The Government came under heavy pressure on this issue. The Bill passed through Parliament in the House of Commons. The Government came under heavy pressure on this issue. The Bill passed through Parliament in the House of Commons.

The Warnock Report dealt with the issue of access to records. But Mary Warnock's writing in *The TES* (March 1982), "came out" for open education files to parents.

Another hopeful sign of the new policy is the NUT's decision to work with the Government on a working party on confidential information about pupils in schools. The summer could give professional support to parents.

The Data Protection Bill will mean that schools will have to provide a full list of all the data they hold on each pupil. The Government's signing of the European Convention on Data Protection is another sign of the progress towards full and open education.

The clear rights for some of the new regulations will lead to further pressure on the Government to provide a right of access to all records and information. Even Sir Geoffrey Howe, (as already noted) supports States and several European countries the power to do so. The Act - the Secretary of State's regulations - will require the keeping, disclosure and use of education records about schools and colleges.

If only Sir Keith Joseph concentrated on pushing the DES initiatives in opening up the HMI reports on schools and special needs reports to parents.

## Cabinet wants more radical voucher plan

Continued from page 1

give each school cash in exchange for the vouchers it attracted. The remaining 10 per cent of the authority's schools budget would go towards cushioning the effects of choice, especially keeping a proper curriculum going in unpopular schools.

This was to have been submitted to the Cabinet committee alongside the original DES scheme. But it was withdrawn after Mr Walter Ulrich, a deputy secretary at the Department of Education, had convinced Sir Keith it would be unworkable because of the varying costs of providing education at schools within the same authority.

Now, however, it is expected that DES officials will do further work on the scheme and may present it as one of a series of options.

Also under consideration in the Department of Education is a plan forward by Professor Alan Peacock, principal of the University College at Buckingham, who discussed it privately with the DES before Christmas.

He proposes a national scheme under which the Government would give parents a voucher which could be used at any school or at part of the fees at an independent school and whose value would be added to their taxable income.

Under the "timid" version of his scheme, parents would only spend the voucher at accredited schools.

Under his "ambitious" version, the voucher could be used at any school but it would simply be handed to the local education authority in the case of a state school, where the voucher might become a "vote" for entry to a particular school.

This would meet the principle of compensating parents who opted out of the state school without giving rise to the objection always made to the rebel on school fees: that it benefits richer parents more. Professor Peacock says. He also argues that it would enable parents, teachers and administrators to rationalize to a system of expanded choice while not standing in the way of a more radical system in the long run.

As the scheme would work through the tax system, it could not be tried on a pilot basis. Indeed, Professor Peacock argues that any experiment conducted on the assumption that the Government has no longer-term commitment to a voucher system would be bound to fail. But ministers are thought to be reluctant to introduce any radical changes without trying them out locally first.

Officials may also set out for discussion the implications of a full tendered to cover many of the schools would depend entirely on the cash value of the vouchers they attracted - topped up, perhaps, by the Government's own budget and decide how many staff it could afford to employ.

This version would in effect turn schools into private schools and would logically lead to the virtual abolition of local education authorities. But it is considered too revolutionary in its implications to be a serious contender at the next General Election. Even Sir Geoffrey Howe, the keenest voucher supporter in the Cabinet, is said to accept that local authorities will play a major role in education for the foreseeable future.

The introduction of vouchers would certainly cost money in the short term, Sir Keith Joseph, the Education Secretary, told MPs on Wednesday. Giving evidence to the Select Committee on Education, he also said that change to vouchers would need a "very solid effort" to explain it to the public, which could be done through a White Paper. Even pilot projects would need legislation, he said.

Peter Newell works at the Legal Centre.

## ILEA seeks working hours deal

by Richard Garner

New working conditions proposed for inner London's 31,000 teachers would specify the maximum number of hours that should be spent on duties outside the classroom each month.

The plan, prepared by the Labour-controlled Inner London Education Authority, will be discussed with teachers' leaders next Monday. It presents the latest stage in the negotiations on a new contract for the capital's teachers.

Under it, working hours will include a specified number of hours - yet to be negotiated - which would represent the maximum time a teacher would be required to partici-

pate in duties such as attending staff meetings, consulting parents and supervising pupils outside the classroom. The hours would be worked out over a four-week period and be the same for each teacher.

The paper says: "If the total hours were not required in any four-week period then any balance remaining would lapse at the end of the period and could not be carried forward to any subsequent four-week period."

"The responsibility on teachers at lunchtime would remain as governed by the collective agreement negotiated with the teachers' unions in 1968."

"The new arrangements are not intended either to reduce or increase the responsibilities which fall to teachers as a result of that arrangement. However, those teachers who wished to undertake midday supervision on a termly basis, in accordance with arrangements made by the head of the school after consulting the staff, would have the time spent on this supervision counted against the C-time (the ILEA's name for the time spent on duties outside the classroom)."

Copies of the proposals were on their way to teachers' unions as the *TES* went to press. First reactions

from teachers' union officials were guarded.

Mr Bob Richardson, general secretary of the Inner London Teachers' Association of the National Union of Teachers, said his union was prepared to discuss the paper - although he stressed it would not commit its members to any worsening of their present conditions in the final contract.

Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters' Union of Women Teachers, said he would deplore asking teachers for a contractual commitment to carrying out lunchtime supervision.

## Parents win 1 in 3 appeals

by Biddy Passmore

Each local education authority dealt with an average of 80 school admissions appeals last year under the new Education Act, of which about a third went in the parents' favour.

Dr Rhodes Boyson told the Select Committee on Education that the DES was satisfied with the way the new procedure was working, although there had "obviously been growing pains here and there". The Secretary of State had received only 313 complaints on school admissions, less than a third of the number in previous years, he added.

Asked to estimate the cost of the new arrangements, Dr Boyson said the DES estimate was about £15-20m. But a recent statement by Mr

Bill Stubbs, education officer of the Inner London Education Authority, that it had cost £50 a place in inner London, suggested the figure might be more like £3m.

About half of all L.E.A.s would have made new instruments of government complying with the new Education Act by this September. Dr Boyson told the committee. (Under the new Act, each school must have its own governing body, which must include parents and teachers.)

The Government would encourage the rest to follow suit, he said; ministers would only take mandatory action to force a change if authorities were uncooperative over a number of years.



Overseas students: More help in "the national interest".

## Government to provide more for foreign students after all

by John O'Leary

Universities, polytechnics and colleges will gain millions of pounds as a result of the Government's rethink on overseas students' fees.

Announced this week by Mr Francis Pym, the Foreign Secretary, the plan would see a response to last year's study by the Overseas Students Trust, which is expected to provide more than 5,000 additional scholarships and awards each year.

Although not all elements of the scheme will be operational in time for the new academic year and not all of the beneficiaries will be additional students, the extra numbers paying full-cost fees are bound to provide a financial windfall for higher education institutions.

Mr Pym told MPs the Government believed it right to encourage students from abroad. "They have concluded that it is in the national interest, both in the short-term and in the longer-term, to provide more help to overseas students to come to this country for their further and higher education."

This version would in effect turn schools into private schools and would logically lead to the virtual abolition of local education authorities. But it is considered too revolutionary in its implications to be a serious contender at the next General Election.

The introduction of vouchers would certainly cost money in the short term, Sir Keith Joseph, the Education Secretary, told MPs on Wednesday. Giving evidence to the Select Committee on Education, he also said that change to vouchers would need a "very solid effort" to explain it to the public, which could be done through a White Paper. Even pilot projects would need legislation, he said.

Mr David Hart, general secretary of NAHT, said this week that the

Mr Neil Kinnock and Mr Phillip Whitehead, the Opposition education spokesmen, said that the statement was a betrayal of the overseas students and the country's long-term interests. Labour would expand student sponsorship through the ODA on grounds of origin, income level and availability of courses in Britain and elsewhere.

However, Mrs Shirley Williams, president of the Social Democratic Party, accused Labour of hypocrisy over the issue. She said she had proposed a £100m scheme along these lines to Cabinet colleagues in 1978 but found no support.

Student organizations and aid agencies were also critical of the new measure. Mr Rupert Bristow, executive secretary of the United Kingdom Council for Overseas Students Affairs, said the Government was giving only a third of the amount proposed by the OST and claimed that financial support for foreign students would drop unless the scheme was operational.

## New guide on parents' rights

by Hilary Wilce

The National Association of Head Teachers is reviewing its guidelines to heads on the rights of divorced and separated parents, in order to issue more detailed advice to members.

This follows increased pressure from parents who do not have custody to be involved in their children's education. It also follows the decision by a number of local authorities to revise their policy in this area.

Mr David Hart, general secretary of NAHT, said this week that the

association had always said that non-custodial parents have a right to information about their children.

However, there were "grey areas" which needed clarification. These included the question of the right to attend parents' evenings, and the right to be involved in decisions about examination entrance.

An increasing number were finding themselves involved in disputes between parents. Detailed guidelines should be ready by the spring, he said.

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## PLATFORM

How do we currently stand in relation to *Moscow 11*, the examining world's second longest running play - the establishment of a single system of examining at 16-plus? (*Moscow 1* is, of course, the reform of GCE A level). Recent events, notably the Government's decision in April to abolish the Schools Council and to replace it with two Government-appointed quangos, and the publication last May of "17-plus: A New Qualification" and last November of "Examinations at 16-plus: A Statement of Policy" make it pertinent at this stage to ask some questions about the future of the 16-plus play.

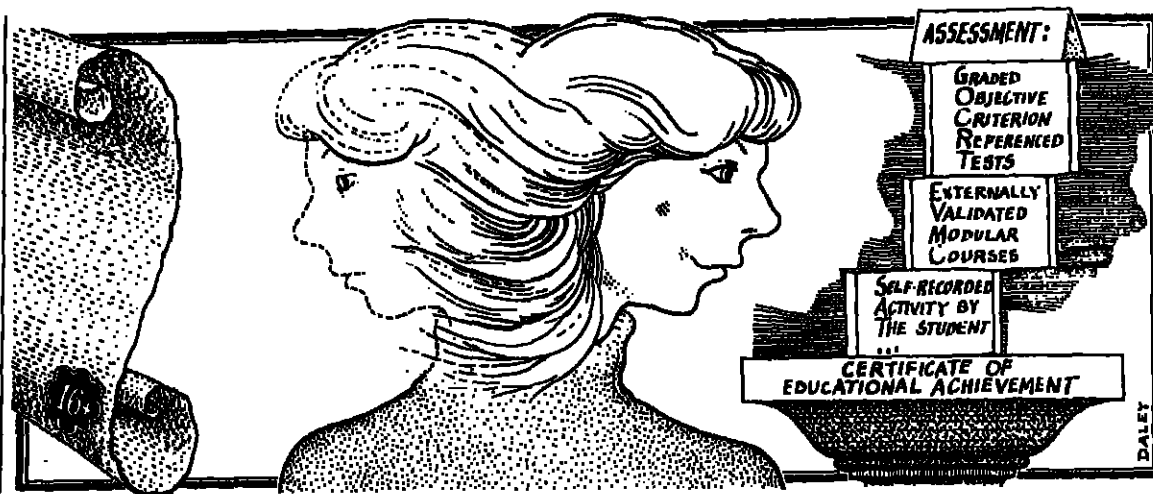
The three questions I would ask are: "Is a single system of examining at 16-plus ever likely to be introduced? If it is introduced, will it meet the needs of those for whom it is designed? When it appears, will there be any students wanting to take it?" In summary, my personal answers to these three interrelated questions, given that there is no change of government at the next General Election, would be "Yes, no and very few."

The remainder of this article will attempt to do three things, first to justify these apparently contradictory answers; secondly, to give reasons (personal again) as to why 16-plus ought not to have a future; and thirdly, to suggest a possible alternative to 16-plus.

I would answer "Yes" (sadly) to the first question because for different reasons senior officials at the DES and the examining boards and HMI continue to support its introduction. The DES, having persuaded Sir Keith to continue with 16-plus largely by devising a set of rules for its operation which would ensure that it differed as little as possible from the present dual system, wish to bring it to a triumphant conclusion. At the same time the DES has provided itself with a mechanism, in the new Secondary Examinations Council (not yet established), for exercising much greater control over the examination system than it enjoyed in the days of the Schools Council.

The GCE and CSE examining boards continue to support the single system in part for economic reasons and in part because of the work already undertaken on 16-plus by their staff and committees. As tends to happen in such circumstances the symbol becomes more important than the reality: one manifestation of this is the growing support from boards for common 16-plus syllabuses assessed and certificated under dual arrangements.

The reasons for the continued support for 16-plus by HMI are very different. Virtually alone among those involved, the Inspectorate have seen the introduction of a single system and, in particular, the development of subject-specific national criteria as a vehicle for promoting an informed national debate on the nature and content of the comprehensive school curriculum. They have also seen it as a means of testing through public dis-



## Down with 16-plus

Henry Macintosh argues that i.e.s.s could devise a form of assessment that would be far more satisfactory than the 16-plus

cussion their own model for an 11-16 curriculum.

This hoped-for debate has not occurred, basically for two reasons. First, because the protracted "house" work upon examination reform has prevented the establishment of any informed public opinion upon the topic. Secondly, the curriculum model proposed by the Inspectorate has become increasingly out of tune with an environment dominated by falling rolls, straitened resources, permanent youth unemployment and the *de facto* raising of the school leaving age to 17. It is out of tune on two counts; it is essentially academic in nature and hence for the few, and it is inappropriately age-related.

The logic of a 13/14-19 curriculum is becoming increasingly compelling and within this a terminal examination at 16 is an irrelevance. These considerations have not, however, lessened the Inspectorate's continued support for 16-plus. There is indeed a current debate about the future of the comprehensive school, its culture, its curriculum and its community context and about the education of young people between the ages of 14 and 19, but its orientation is very different from that proposed by the Inspectorate and in particular it is one which has no place for current public examinations.

In order to justify this view it is necessary to look first at the rules under which the Government has decided that 16-plus, if approved, shall be operated. These are now published for all to read in "Examinations at 16-plus: A Statement of Policy" (DES, November 1982). It is an extremely odd set of rules for a system which ought to be new, which ought to be flexible and administratively simple and which is intended to unify where previously there has been division.

First, the rules are not new at all. We are to conduct a new examination without significant alteration to the existing game, and without new players. Moreover, the players who were thought to be the most valuable in the old game (the GCE boards) are thought to be even more valuable in the new, despite their manifest lack of experience in dealing with over half the prospective customers. Secondly, the new rules not only permit but actively encourage the new system to base itself upon an increasingly irrelevant curriculum model. Thirdly, the major principles upon which 16-plus is apparently to be based are those of differentiation and division.

These are exemplified in three main ways. First, the repeated reference to the 60 per cent target group, secondly, the encouragement given to a local, federal structure, maximum autonomy, and thirdly, the emphasis upon differentiated and not common

assessment. The paper also provides the Government with a magnificent three-way Morton's Fork, particularly as the criteria by which the DES are to judge the criteria have not yet been revealed. By making the introduction of a single system at 16-plus conditional upon the production of "acceptable" national criteria, both subject-specific and general, the Government can either axe 16-plus on the grounds that the criteria are unacceptable and blame someone else, or secure criteria which suit its policies, or delay implementation virtually forever while waiting for suitable criteria.

The current situation is further complicated by the Government's May 1982 proposals for the introduction of a new 17-plus examination, the CPVE, and by silence on the 18-plus front. The impact of the CPVE upon the future of 16-plus is not easy to determine, not least because the Government paper contains no sort of curriculum or administrative blueprint. The motivation behind its introduction and its timetable is, moreover, unfortunate, for it represents a DES attempt to exert influence in a sector of education which has increasingly become the province of the MSC and the Secretary of State for Employment. Take for example the New Technical Education Initiative aimed at the 14-18 age group which has both divisive and unifying potential for the curriculum.

Nevertheless, the impact of CPVE could be significant. If the timetable is adhered to, then the CPVE is likely to predate 16-plus by some four years. If, and the ifs are big ones, the CPVE courses and certificates meet their two basic aims, namely to prepare young people and to open a greater range of opportunities for further education for young people, then they are likely to prove much more attractive than anything on offer at 16-plus. Furthermore, the merits of taking public examinations at 16 and 17 in successive years are unlikely to commend themselves to those students for whom A level is not a realistic target or to the local authorities which have to pay the fees.

Greater division is also the likely outcome of the retention of A level in its present form. The only reform in the offering here is the possibility of making A level even more demanding through the addition of one or two 1 levels. This suggests that the present Government sees A level as being suitable for an increasingly smaller percentage of the population, a view which looks in line with the reduction of places in higher education. It also means that the specialist nature of A level will continue to exercise a disproportionate influence upon examinations at 16-plus.

Nothing whatsoever in the present

situation, therefore, causes me to change the view that I expressed in an article in *The TES* in October 1981, namely that the proposed single system at 16-plus will never be able to match future curriculum requirements and that the extent of that mismatch and hence its lack of attraction to young people can only

**Unless substantial changes do take place in our public examinations system... we will reap a harvest of alienation**

increase. Furthermore, the total absence of any centralized planning by government in relation to proposed reforms at 16-plus, 17-plus and 18-plus is making it virtually impossible for any institution to plan a curriculum that is not compartmentalized and divisive (the very terms 16-plus, 17-plus and 18-plus of themselves underline this). This has serious implications for the future particularly at a time when the meat-and-drink value of the traditional examination certificate and the courses to which this is tied are increasingly being called in question by students, parents, teachers and employers.

If 16-plus and the current operating model for public examinations are both beyond redemption then it is necessary to look for alternatives, not least because of the growing need for appropriate assessment in relation to student guidance and institutional evaluation. Any viable alternative must in my view be based upon the i.e.s.s. Why the i.e.s.s? For a number of very good reasons. They have statutory responsibility in respect of the curriculum and are in consequence concerned to provide ongoing programmes of evaluation; they have the capacity and the wish to mediate between national requirements and local needs; they have the means to promote staff development without which lasting change is impossible; they have the standing to make locally-based programmes nationally credible, and finally they have the contacts with the local community and local industry, whose support is vital if change is to come about.

For my alternative I would envisage the establishment by a local authority or a group of local authorities (for example, those in the south-west) of machinery for validation and accreditation. This would have the responsibility for devising arrangements for the development of courses of study and their related assessment in accordance with an agreed set of rules, some of which could be national rules (validation)

and for granting its holders through a certificate or diploma some kind of those qualifications which ran the courses and out the assessment (accreditation).

This incidentally would be the first time that i.e.s.s have been in such work. The period of the introduction of CSE in the development of a new i.e.s.s school certificate, which would be rather more limited than the scope and content of the envisaged here. The whole enterprise would be a cooperative involving the community at large (employers, parents, students, local institutions selected for capacity to contribute and to their prestige. They could be colleges of education, continuing education boards, the regional ory councils, university polytechnics and the Manpower Services Commission.

This system would replace the single system at 16-plus but work could be used as the basis for organizing the CPVE if it were to come into existence. It could operate alongside A level, although the curriculum arising from such an arrangement would need to be carefully derived and a system devised to encourage progression and to maintain a full range of opportunities for all.

Amongst the criticisms undoubtedly be levelled against the scheme will be those of proliferation of examining bodies. So far as cost is concerned, the necessary for the i.e.s.s is some administrative machinery which could well be made of agencies, notably the examining boards which, whatever they operate in the future on a candidature. It is crucial, that the boards if used as the i.e.s.s terms and not the i.e.s.s. The administration must facilitate what is going on and not determine it. The cost could be more than offset by savings resulting from the fact that GCE O level and CSE fees.

On proliferation three things should be said. First, that the assessment necessary to secure curriculum needs will be quite reliable; secondly, that the arrangements for the local authority will readily accommodate a new input; and thirdly that the examination reforms, taken as a whole are likely to lead to a greater proliferation and for the cost.

There are already signs of a scheme on the lines suggested in this article is feasible. Take, for example, the recent proposal for the Oxford Certificate of Educational Achievement. This is a new examination in relation to a curriculum with an associated assessment consisting of three elements: an objective criterion-referenced externally validated and moderated, modular course and a recorded activity by the candidate. The scheme will be set up in three weeks from today: the group it set up to select and monitor the authorities taking part in the programme, under which the authorities will be set up in 10 areas. The selection. Nearly half of the authorities who have registered interest in the scheme have accepted some kind of outline proposal, so that the number of schools which will have to be selected in detail is likely to be many more than the 10 the steering group will take into account.

The feasibility and quality of the proposal and the extent to which they meet its published aims, by their overall distribution in the country. A report to the steering group said that the subjects as a group would have a wide range of different (or novel) curricula and teaching methods, and to span different demographic and economic environments.

The statement concludes that

## 'Menacing' warning sent to Haringey heads over exams

by Philip Venning

Primary heads in the London borough of Haringey have been warned by "menacing" letters from the authority's secondary schools. The letters have also been warned that "it will be most unfortunate if your school does not comply with our demands".

Mr Tony Lenney, the chief education officer, has sent back an uncompromising reply, accusing the schools of a "facile and insulting" approach.

In a personal letter to all primary schools in the east of the borough, Mr Lenney said that a high proportion of black children (one in five) were in the borough (then live), the Haringey Black Pressure Group on Education should be doing more rather than less for children at a time of high unemployment. "Immediate action is therefore necessary in order to arrest a deteriorating situation."

The group recommends that each head should call a half-day staff conference to take a detailed look at maths and language teaching for all age groups, with the aim of produc-

ing a system of continuous teacher and pupil monitoring. It also calls for in-service training for all teachers to discuss such matters as their attitudes to black and working class children.

In a reply to the group, Mr Lenney said that the group's "menacing rhetoric" made a constructive approach to the problem much more difficult.

The issue of under-achievement, particularly among black children in the east of the borough, had been the concern of the authority and its schools for some time, he said. But such important and complicated issues were not helped by the group's methods. Its tone was "dramatic and threatening, your 'facts' selective and those legitimate points you have to make undermined by half-truths, inaccuracies and crude assumptions".

The group's credibility was further weakened by its constant anonymity which made a personal approach virtually impossible.

## Group spotlight poor maths results

Only 47 pupils in six Haringey schools passed O level maths with a grade C or above last year out of a year group of 1,068, according to figures published by the Haringey Black Pressure Group on Education. Even when CSE results are added, only 5 per cent of the fifth year passed an O level or CSE grade one in the subject.

This compares with a national figure of 26 per cent for leavers from all English schools (including independents) in 1979-80.

Passes in English were slightly better. In the six schools, which are in the eastern part of the borough and have a high black population, 12 per cent passed a higher grade O level or CSE grade 1 in English, compared with a national figure of 37 per cent. In maths in the six schools 425 pupils sat for CSE, of whom only eight achieved a grade 1.

The schools are: Drayton, Highcross, Northumberland Park, Somerset, Tottenham, and William Foster.

## DES given voice in MSC plans

by Mark Jackson

Department of Education and its inspectorate are to be given a voice in the MSC plans for a new financial point of view.

The authorities are being told to prepare a financial point of view for the MSC. This is a new requirement for the authorities, which will be set up in three weeks from today: the group it set up to select and monitor the authorities taking part in the programme, under which the authorities will be set up in 10 areas. The selection. Nearly half of the authorities who have registered interest in the scheme have accepted some kind of outline proposal, so that the number of schools which will have to be selected in detail is likely to be many more than the 10 the steering group will take into account.

The feasibility and quality of the proposal and the extent to which they meet its published aims, by their overall distribution in the country. A report to the steering group said that the subjects as a group would have a wide range of different (or novel) curricula and teaching methods, and to span different demographic and economic environments.

The statement concludes that

## ILEA decides to peg meals price

by Biddy Passmore

The Inner London Education Authority's ruling Labour group voted on Tuesday to peg the price of a school meal at 35p, after new legal advice that there was no reason to assume this decision would result in court action.

Earlier legal advice had suggested raising the price to 40p from next April to avoid the charge of fiscal irresponsibility. But the new opinion, by Mr Alexander Irvine QC and Mr Anthony Blair, said it was reasonable for them to assume that a price rise would lead to a drop in take-up, even though the assumption was unverifiable.

ILEA has now agreed a budget for next year of £869m, a figure which is more than £100m above the spending target set by the Government. As a result, it will be deprived of any government grant for the third year running. The authority's precept on rates in the inner London boroughs will consequently rise by 8.4 per cent to 77p.

The Conservative group on the authority has launched a new approach to ILEA's finances, which it says are now "totally out of control". This would consist of devolving spending on day-to-day activities to individual schools and colleges. The Tories estimate this would save up to 5 per cent annually for the first three years, and possibly very much more.

The statement concludes that

## Pressure group denies issuing physical threat

The Haringey Black Pressure Group on Education was set up five years ago by the United Black Women's Action Group, which had become increasingly worried about the educational achievement of West Indian pupils.

It is run as a collective by a group of black parents, teachers, and others: has no formal membership or committee structure; and is insistently anonymous.

They are unrepentant about the tone of their letter to primary heads though they say it is no more than tough language. It would be quite wrong to assume that it implied any physical threat to the school.

According to a spokesman, a teacher, the group had originally taken a "softly-softly" approach to the local authority. But after five years of complaining about poor standards in the secondary schools, they felt a more forceful approach was necessary.

On Sunday they will be holding a public meeting, to which the chief education officer, Mr Tony Lenney, has been invited, at which black parents and others will be invited to air their views.

The group claims to be the voice of black parents in the borough, many of whom, they say, are too worried about possible victimization to complain directly to heads or the authority.

They list various individual cases where, they claim, schools have refused to enter black pupils for public exams when there is evidence that they would be capable, or where a black pupil has been entered for CSE when a white of comparable ability has been put in for O level.

In the past, the group has campaigned against the idea of keeping ethnic records on pupils. It has also opposed the i.e.s.s policy on suspensions, and has successfully opposed sin bins. Two years ago Haringey was planning to set up a social adjustment unit at Wood Green School, and the group distributed what the head, Dr A D H Fishlock, described as libellous leaflets, "spreading false and misleading information."

Though they do believe in taking an uncompromising approach, they have also gone in for more conventional lobbying of local councillors, and MPs of both parties. They have also written to Dr Rhodes Boyson, the education minister responsible for schools.

Mr Tony Lenney commented that, though the authority's representatives had met the group in the past, the group had never sought a straightforward meeting with them to discuss problems in a constructive way. "What they've chosen to do is go straight to the media." Another difficulty was that there were several established groups in the borough, such as the community relations council's education committee, which were concerned with the educational needs of black children.

## Women win MoD battle

Women teaching in Armed Forces schools have won a major concession from the Ministry of Defence in their battle to be allowed to carry on working after they marry. Until recently, women teachers recruited in the United Kingdom to work in Armed Forces schools have not been allowed to renew their contracts if they married, during their term of service.

The practice was condemned by teachers' unions, and the National Association of Schoolmasters/Union of Women Teachers threatened to take legal action under EEC law after one of its members, Mrs Charman Bilger, a teacher at Derby Middle School in Osnabrick, West Germany, was caught out by the ruling.

However, the Ministry of Defence has now announced it has reviewed its regulations, and that future women recruited in the United Kingdom will be allowed to apply for new contracts irrespective of whether they marry or not.

Mr Fred Smithies, general secretary designate of the NAS/UNWTS, said: "I am sure it was very largely due to the way in which *The TES* reported the issue that the Ministry of Defence reviewed the decision. They will now receive applications for returns from married women and it remains to be seen whether these applications will be treated equally. At present only single women are recruited to work abroad whereas male teachers can be married or single."

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NEWS

# Directive from Brent l.e.a. not binding, NAHT tells members

## Heads set to defy pupil union order

by Richard Garner

Head teachers have been told by their union they need not comply with a directive from their local education authority ordering them to outline what steps they have taken to encourage their pupils to join the National Union of School Students "or other similar bodies".

The directive has been sent out to head teachers by Labour-controlled Brent council after a commitment in the Labour group's election manifesto last year "to ensure there is active encouragement to the growth of the NUSS or similar organizations in our schools". They are told they must report on the steps they have taken to the next meeting of their governing bodies.

Head teachers in Brent have sought guidance from the National Association of Head Teachers over whether they have to comply with the request.

The National Union of School Students was active in schools until a few years ago and used to receive a grant from the National Union of

Students. However, the NUS no longer has any links with it and its activities in schools have been virtually non-existent recently.

In its latter years, its leadership was dominated by the Socialist Workers Party.

In a letter to Brent head teachers, Mr David Hart, general secretary of the NAHT, said the local education authority could not compel head teachers to encourage their pupils to join the NUSS.

"Whether or not we have to take this any further will depend upon the attitude of the governing bodies," he added.

The head teachers in Brent are also angry over the tone of the letter, which has been sent by Miss Gwen Rickus, the borough's director of education. In another section calling for a report on the supply teacher situation in the borough, head teachers are told to present a "clear and factually correct" report to their governing bodies instead of being "emotional and impress-

ionistic".

The directive also recalls other Labour election pledges such as a call for all schools to establish boards of study, elected by the staff; to make recommendations on curriculum matters within the school; and an exhortation that staff associations should represent the views of all teachers in the school.

It continues: "Again, you are expected to report to your governors on what consultative processes exist with the teaching staff and suggest ways of setting up boards of study (where they do not exist) so that teachers have the opportunity of making recommendations on curriculum matters."

"Further, you will need to inform your governors about what arrangements are made for staff associations (if any function) in your school."

"All items related to the election manifesto should be incorporated in the head's report."

Mr Brian Stark, the chairman of

the education committee, said the letter had been sent out to "start a debate" within Brent secondary schools over giving more say to pupils in the running of their schools and in their curriculum.

He said that head teachers had been told to report progress to governors because the authority did not want a decision on such a topic being left up to individual head teachers.

He added that the request had stemmed from a commitment in the 1982 Brent Labour manifesto - which he conceded may have been drafted when the NUSS was more active in schools.

"It does seem to have disappeared from sight now but there is a commitment to this in our manifesto that has been published," he added. He pointed out that the manifesto did say pupils should be encouraged to join the NUSS "or similar organizations" - which could include democratically elected schools councils.

## Concern over Muslim move for schools

by Bert Lodge

Muslims in Bradford want to take over five schools in the city in which their children currently form the vast majority of pupils.

"They have asked Bradford education authority if they can run the schools which would be designated 'Islamic voluntary aided'. These would enjoy the same privileges and status as existing Church of England and Roman Catholic schools.

The schools involved are two middle and two first schools and a girls' secondary. About 11,000 of the pupils in Bradford schools are of Asian origin.

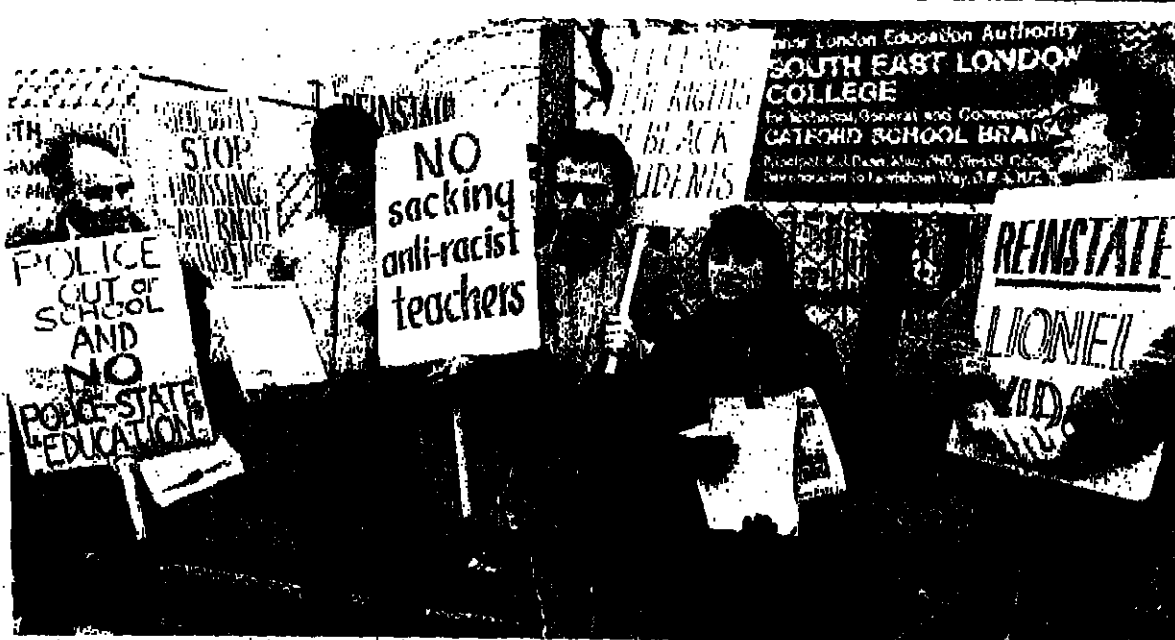
The right of a religious minority to have its own schools is enshrined in the 1944 Education Act. However, local politicians and educationists have misgivings about the proposal.

"This will be only a start," said Mr Khaz Shabbid, secretary of the Muslim Parents' Association. "State schools cannot provide Islamic religious instruction. We shall add that to the timetable together with Arabic, the language of Islam. And we shall appoint the governors."

"When we succeed in taking over the schools we shall keep Bradford's three-tier system. The intake of English children will continue to be there and we shall make arrangements for Christian religious instruction. The head of each school will be Muslim."

Councillor Peter Gilmore, chairman of the Education Committee, said he had "not" said "no" to Mr Shabbid and others and acknowledged their rights under the law. But he said that Bradford's policy was one of promoting understanding in schools and segregation would do nothing towards this.

Mr Ronald Farley, Conservative chairman of the council's race relations group, said: "It is their right, we are not going to deny it. But it would be a great shame. It will divide society in Bradford just as we seem to be making great progress towards catering for Muslim parents in state schools."



Lionel Vida (centre) fighting to keep his job at Catford Boys School.

## Pickets back 'racism victim'

by Nick Wood

A teacher who walked out of his classroom in protest against alleged racial harassment by senior staff and is now facing the sack, this week picketed his school and handed out leaflets calling for his reinstatement.

Mr Lionel Vida, a social studies teacher at Catford Boys School, south London, began his action last March. Now he says he will be back at the school every two weeks until his case comes up before the schools sub-committee of the Inner London Education Authority.

His campaign is the culmination of a confrontation between Mr Vida, senior staff at the school and ILEA.

Last November, a disciplinary tribunal set up by the authority found Mr Vida guilty of "gross misconduct" and recommended his dismissal.

Since then, leaflets put out by Mr Vida and his supporters - members of the National Convention of Black Teachers, former pupils and parents - have claimed that he is the victim of racism by senior staff at the school and the authority.

One leaflet says: "Lionel Vida has been sacked for exposing and opposing racism at Catford School. Throughout the time he was teaching at Catford School, Vida fought racism in the school, defended and worked with black students inside and outside the school. But Mr Vida's version of events is disputed by many Catford teachers, all of whom are working normally

and have not joined him on the picket line."

For instance, Mr Vida's supporters claim that in the spring of 1980 a senior teacher "sabotaged" the exam prospects of a group of black pupils by "persistently and unnecessarily" removing them from Mr Vida's class.

Staff at Catford give a different account of what happened. They say Mr Vida defied instructions from his head of department and entered a number of low ability pupils from a CSE set for an O-level exam in sociology. All the pupils subsequently failed.

Mr Vida also claims that black pupils who have joined him in protesting against alleged police harassment inside and outside the school and in calling for the setting up of a school council at Catford, have been opposed by the headmaster, Mr Terry Bolas, and senior colleagues. Some black pupils were suspended and, in one case, expelled for taking part in such activities, he says.

The leaflet says: "On many occasions from April 1979 to March 1982, black and white parents have sought representations to the school authorities. For this, Lionel Vida was accused of usurping parents' authority, failing to give adequate notice of absence and failing to set adequate work for his classes among a host of fabricated complaints."

Mr Vida told *The TES* that his

allegations of racism were directed at a section of the staff at Catford. He had been forced to make what he called a "defensive" gesture, after being presented with a dossier of complaints against him drawn up by senior staff.

Mr Bolas refused to comment on the allegations and referred all enquiries to ILEA. A spokesman for the authority said it could not comment on an individual case while disciplinary proceedings were pending.

This case comes at an awkward time for the authority. The schools subcommittee, which in the next month will meet to decide whether to sack Mr Vida, is chaired by Mrs Frances Morrell, the Labour left winger most closely associated with ILEA's current £1m campaign to stamp out racism in London schools.

Mr Vida, who is being advised by the Commission for Racial Equality, is also bringing a case under the Race Relations Act against 11 senior teachers at Catford and the education authority. An industrial tribunal, scheduled for the end of March, will hear his claim that he has been the victim of racial harassment while working at the school.

The National Union of Teachers, of which Mr Vida is a member, has refused to support him. A spokesman said this was because Mr Vida had first sought legal advice elsewhere. Mr Vida says the union has persistently turned down his appeals for assistance.

## Taxpayers' support for independent tops £200m

Taxpayers are now contributing between £200m and £300m a year to subsidize private education, according to a paper published by an education pressure group.

The paper, prepared by Richard Pring of Exeter University for RICE (the Right to Choose Education), says the "proportion" of the education budget is increasing. As a result the education of a child received is increasingly dependent upon parents' means.

It says that - at a conservative estimate - taxpayers are now paying £15m a year to subsidize private education. Assisted Places Scheme, the governments grants (including the £10m for the purchase of places for the armed forces and overseas personnel), £10m for fees which entered private schools A-C. Last autumn, 45 per cent of entrants had no O level or equivalent qualification.

## Problems beyond its control

Virginia Makins

One of the problems of Widnes Form College, Cheshire, come circumstances outside its own control. And the needs of some students can only be met by a review of opportunities for 16 to 18 year-olds in Widnes, and by facilities and expertise the college does not have.

This is a main conclusion of the report on the college. It opened in 1974, and was intended for 650 students, but local government reorganization immediately cut numbers in half, and cancelled new building.

Since 1977 there has been a steady increase in students, in one of the worst areas for youth unemployment in Merseyside, and there are 419 at the time of the inspection. The range of ability has greatly increased. In 1975 80 per cent of students had five or more O-levels. Last autumn, 45 per cent of entrants had no O level or equivalent qualification.

The college is overcrowded. The college's principal and vice-principals have occasionally to be used in teaching spaces. In the languages department, students can hear lessons in different languages at once. There are only 45 study spaces in the library, and "serious limitations" to access to specialist books and materials.

The HMI is full of praise for the college's management, and they say its resources were generally good. But there are no facilities for craft, design and technology.

## HMI reports

HMI reports are available from the Department of Education and Science, Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ. Also available from l.e.a.s.

home economics or business studies. "It is difficult to escape the conclusion that the design of the college reflected an imperfect understanding of the likely needs of a sixth form college," say the inspectors.

Further difficulties have come from the lack of appropriate courses for the new, non-academic intake. Provision for the Certificate of Extended Education, which the college "rightly" supported, has had to be cut back, and some students have been left with one-year O level courses which for many students set "an inappropriate and generally unattainable goal".

The college is praised for its promotion of good general studies courses, and its success in "providing springboards to intellectual, cultural and leisure pursuits".

But in academic departments, the widening A level intake (more than 30 per cent of A level students do not have 5 O levels) had increased teachers' difficulties. Some departments had succeeded in changing teaching methods, but others relied too much on class teaching and passive note-taking by students, rather than discussion and independent study and investigation.

## Language tests concern

by Nick Wood

Only one school in five is providing "satisfactory" schemes of work for children taking graded tests in modern languages in Oxfordshire, the authority that pioneered this new form of assessment.

In more than half the schools the schemes were "inadequate or non-existent" - in the remaining quarter they were "partially satisfactory".

This emerges from one of the four HMI reports to be published this week. It is a survey of the use of graded tests of defined objectives and their effects on the teaching and learning of modern languages in Oxfordshire.

Inspectors were particularly concerned about the way in which English dominates many foreign language lessons. Teachers speak to their classes in English and rarely do children actually speak the language they are learning.

"In too many instances... the pupils were largely passive, rarely if ever called upon to use the foreign

language. The majority of teachers spoke English for the majority of the time, at most asking questions in French about a text or pictures.

"Use of the foreign language for routine classroom communication was rare. All too many pupils were therefore learning the false lesson that English is the only usable language if one has anything significant to say," the inspectors say in their report.

The report is the result of visits by five HMIs, all modern language specialists, to 36 secondary and middle schools in Oxfordshire, an authority that pioneered graded tests in modern languages, covering French, German, Italian, Russian, Spanish and Chinese, and awards its own certificates - the Oxford Modern Language Achievement Certificate - to children who successfully complete the tests which extend over three levels of achievement.

Although the inspectors find much to praise in the way some

schools prepare their pupils for the tests - and commend the effort put in by many teachers - they are worried that too many schools are blindly teaching youngsters, usually in the 11 to 14 age bracket, how to pass the tests rather than how to acquire a deeper and more practical grasp of languages.

Too many children mug up on "tourist book" phrases that will get them through a specific part of a test, such as how to order a meal, then forget them as they move on to other topics and levels.

But, as the report makes clear, the tests have had some definite benefits. They are popular with children, teachers and heads and they have done much to motivate children of low ability. They have also provided language departments into closer scrutiny of aims and methods, with a greater emphasis being placed on teaching children how to master specific tasks.

## Providing a primary challenge for the able

Two very different primary schools came under HMI inspectors' public scrutiny this week - Yewdale Primary in Cumbria and Denaby Main Infants in Doncaster.

Yewdale has been expanding, and is overcrowded. Two-thirds of its pupils come from a private estate, and recently it has limited admissions from outside its catchment area to brothers and sisters of children already in the school. It had 318 children on roll when inspected.

Denaby Main's roll has fallen sharply in recent years. It is in a mining village, designated a social priority area, and with a new housing estate used to resettle families in

urgent need of accommodation. There were 86 children on roll, 40 of them on free dinners.

One judgment that runs through both reports is that the able children were not sufficiently challenged. For example, in mathematics, both schools are praised for establishing well-planned foundations.

But at Denaby the HMIs say that the "excellent mathematical resources" might be used to challenge able children. At Yewdale, there was too much dogged working through an individualized scheme, and the HMIs suggest more ability grouping for maths.

Both schools were judged to have good resources.

The HMIs report that in both, the topic work was integrated and carefully planned, with teachers preparing flow-charts of how themes might develop. Yewdale was praised for the quality of work.

The Denaby staff were also praised for their "careful planning and effort" to overcome children's initial limitations in language and social development. HMIs liked the attention to talking and listening in English, but suggested that too much effort went into increasing the children's vocabulary.

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Position: \_\_\_\_\_

School: \_\_\_\_\_

Address: \_\_\_\_\_

Postcode: \_\_\_\_\_ Telephone: \_\_\_\_\_

Number of pupils on school roll as of 1st January 1983: \_\_\_\_\_

YES 1/2/83

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## NEWS

## Row over Sikh kirpaan ban enters new phase



Davinder Singh displays the ceremonial dagger which has caused his suspension.

The row over a Leicester sixth form college's decision to ban a Sikh student from wearing a kirpaan (a ceremonial dagger) intensified this week when a leading member of the Sikh community accused the college of making insufficient attempts to understand their beliefs.

Mr Kartar Singh Sandhu, a teacher and chairman of Leicester's Sikh Education Council, alleged that Dr G. A. Thompson, principal of Wyggeston and Queen Elizabeth I college had failed to contact either the council or any of the city's three Sikh temples for clarification of the rule that all baptised Sikhs should carry a kirpaan.

But Dr Thompson said this week that he and the college governors had gone to considerable lengths to understand the religious and cultural

background to the case. Before the meeting at which 16-year-old Davinder Singh was formally suspended, they had all read a booklet from the Sikh missionary society.

At the appeal against suspension the local authority had permitted Davinder to bring two representatives, including the convenor of the International Sikh Committee on Religious Symbols.

Dr Thompson said he had also been in correspondence with other teachers who had experience of Sikh boys in their schools. "Because we knew it would be a test case, it has been treated with the utmost rigour," he said.

In his statement, Mr Sandhu drew attention to a letter from Mrs Thatcher's private office, dated April 11, 1979, which said: "We

entirely agree that Sikhs should have absolute freedom of worship and be allowed to wear freely their five sacred symbols."

He also quoted a letter from the Home Office to the Commission for Racial Equality, which said: "It is certainly no offence merely to carry or wear an article such as a Sikh kirpaan."

Mr Sandhu insists that Leicester's Sikhs are adopting a flexible approach to the problem and have written to their spiritual headquarters, the Golden Temple, in Amritsar, India, regarding the minimum acceptable length of the Kirpaan.

The college governors say that a penknife has been permitted in the school for 50 years. Davinder Singh, however, must comply with the fol-

lowing rules if he is to be returned:

- The symbolic kirpaan must exceed three inches in length.
- It must be worn at all times gathra (sash).
- It must be secured firmly stitched into the gathra.
- The gathra containing the kirpaan must be worn at all times.
- The kirpaan must not be shown to any other person.
- Mr Sandhu believes the conditions about secrecy can be rejected by the Golden Temple.

The governors have recommended a committee to take back while the community cultural education work considers the whole of pupils wearing religious

## Fears from the past

by Nick Wood

Science students at university are put off teaching in comprehensives because of painful memories of their own days in such schools, according to a new survey.

Most of the 115 physics students questioned about their attitudes to teaching had been educated at a comprehensive.

Recalling the discipline problems faced by their own teachers, engaged in a "never-ending battle with the kids," the overwhelming majority said they had no intention of ever returning to the classroom.

"I intensely dislike the prospect of facing the same sort of people as surrounded me at school," one student said.

Another commented: "From my own experience in comprehensives (two) the vast majority of children do not really want to learn and just want to leave school as soon as they can."

Mr J. Wellington, a physics tutor in the education department of the University of Sheffield, talked to students at three universities in a bid to find out why physicists held teaching in such low esteem.

Half of them said they would not do the job at any price, and virtually all said that an extra £1,000 a year on top of the average starting salary would not be enough to tempt them back to school.

Mr Wellington dismisses the charge that jaded press reports or intellectual snobbery are responsible for the bad "job image" of teaching.

## Pay topples peace as NUT priority

by Richard Garner

Pay has been voted top priority at the National Union of Teachers' annual conference in Jersey this year, ousting the topic of disarmament from its top slot last year to second place.

However, because the union's executive has drawn up its own memorandum on next year's pay claim which calls for similar action to the chosen motion, the pay motion is likely to be ruled out of order so that the executive's recommendation can be discussed instead.

The pay motion, which attracted 78,649 votes and was supported by teachers in Brent, Bristol, Leeds, Manchester, Birmingham, South East Essex and Enfield, calls for an improvement in teachers' salaries. Its aims are similar to those being pursued during this year's pay negotiations - due to start next Wednesday - when teachers will be seeking a "substantial" rise and changes in the salary scales to reward long-serving classroom teachers.

The disarmament motion, which is still likely to be called for debate on the first day of the conference, calls on the union to oppose the siting of cruise and Trident missile systems in this country - but, unlike the motion given top priority last year, does not seek affiliation to the Campaign for Nuclear Disarmament.

It also urges the union to establish its own peace and disarmament committee - to ensure the topic is given priority after the conference instead of, as critics of the NUT leadership claim, forgotten or



Pay: top debate in 1983

Disarmament: top debate in 1982

ignored like last year's motion calling on the union to support unilateral disarmament.

The prominence given to disarmament in this year's agenda (the subject attracted 73,426 votes) could mean the Jersey conference will become a re-run of last year's conference at Scarborough when the then president, Mr Alf Budd, attempted to rule its discussion out of order - a decision overturned by delegates.

Whether this year's motion will be subjected to a similar wrangle will depend on the attitude of the incoming president, Mr Don Winters, who - in the tradition of all past presidents - is expected to keep his cards close to his chest until the day of the debate.

The top five subjects this year will be pay, disarmament, conditions of service, equal opportunities and "education resources and the economy".

The newcomer to the top five this year is equal opportunities - given fourth place by teachers and ousting the topic of racism from the top five to eleventh place.

The selected equal opportunities motion calls for a policy of positive discrimination to be adopted to allow women to play a greater role in the leadership of the union at all levels. In the past, there has been criticism that the union's executive only has five women members among its 42 elected representatives

- despite the fact that women form a majority in the union as a whole. The motion also calls on to urge local education authorities to take steps to do "both direct and hidden discrimination against girls and boys" curriculum.

The conditions of service motion calls for a "charter for teachers" allowing teachers to retire with enhanced benefits at 55, the end of fixed-term contracts and being misused, and a national movement on a minimum staffing level.

Other subjects in the top five this year's conference are of admission to schools, class pensions, 16 to 19 education, call for discussions with NATS the college lecturers' union and cooperation, and nursery schools.

Another interesting motion in thirteenth place - but not debated as several of those in preference will be ruled out of order by executive memorandum. The guests a rule change calling for conference decisions to be binding on the officers and executive of the union. This motion, teachers in Hackney, Enfield, Teign and Dartmouth, Harrow and Chesham, was still in the wake of last year's decision by the president, Mr Budd, that the motion on disarmament was still outside the union's objects of the union and could therefore be acted upon only if it had been agreed by delegates.

## Jail education criticized

by Karen Gold

The first serving prisoner to give evidence to a parliamentary inquiry in the House of Commons this century had few kind words for the prison education system.

Mr Smith (as he was addressed by MPs), a long-term prisoner at Wormwood Scrubs, said he had received sympathetic educational advice from only one assistant governor throughout a 14-month wait before he gained access to an Open University course.

Mr Smith told members of the Select Committee on Education, Science and the Arts that when he entered prison the education officer had asked him if he was interested in education and he had said "yes". The education officer had promised to visit him and discuss it further, but he never saw him again, he said.

"It was only after putting in application after application that I got something," he said.

Now doing an OU arts foundation course, Mr Smith said he had had more support from prison officers and governors than education staff. But Ms Dorothy Doyle, a former prisoner and the other witness to the committee's inquiry into prison

education, said that although education in prison had been a lifeline to her, it was always at the mercy of overcrowding, staff shortages and the whims of the prison officers.

More often than not she had missed classes or they had been severely curtailed because of the lack of prison officer escorts during her 14-month stay in Holloway, she said. Prisoners and education staff had to "hustle and manipulate" prison officers to keep classes running.

During her stay Ms Doyle gained O levels in English language and literature. She is now working towards a social work qualification.

Mr Smith also said that unless prisoners were very highly motivated they were deterred by the obstacles to education. Basic subjects were more important than ones like sociology or ecology, he said. The Education in Prisons Bill, which was introduced in 1979, was introduced in 1979, he said. Mr Harry Greenway, MP for Ealing North, a member of the Select Committee, is to receive its second reading today. It effectively establishes the right of access to education for all prisoners, and has wide backbench support from all parties.

## Thousands disappointed over PGCE places

by Bert Lodge

More applicants for postgraduate certificate of education courses were turned away last autumn than at any time since the clearing house system was established nearly 50 years ago.

Applications for courses starting this autumn already outnumbered places available by more than two to one. And places on Bachelor of Education courses starting this October are also oversubscribed by more than 2,000.

These figures were released this week by the Clearing House and Graduate Teacher Training Registry, which was set up in 1933, and

now processes almost all applications for teacher training courses.

After withdrawals 5,396 applicants for a PGCE course were unsuccessful in 1982, the highest figure ever recorded.

The situation will be as bad this year. More than 27,000 requests for application forms had been received by the end of January. Yet the number of PGCE places available - already cut from 10,000 to 8,200 for 1982 - has been further reduced to 7,600 for this October on the orders of Sir Keith Joseph, the Education Secretary.

## Factory outings for student teachers

Student teachers are being sent into factories and offices in a pioneering attempt to give them a taste of life outside the classroom.

Starting next September, a dozen postgraduate students at the University of Bath will spend a week in industry and attend lectures by visiting businessmen and trade unionists on management and industrial relations.

The education department has decided to get ahead with the course

one of several options the students can take after the success of a pilot scheme last year when 16 students studying for their Postgraduate Certificate in Education briefly swapped the classroom for the workplace.

According to a report prepared by the department's evaluation unit, which interviewed those who took part, the course has proved a "respectable and useful addition" to postgraduate teacher training at Bath.

But not everything went to plan. The organizers hoped that students complained that they were not given enough contact with workers. The industrial visits, coming at the end of the academic year, were disrupted by job interviews. The differing backgrounds of the great variety of people interviewed proved a problem.

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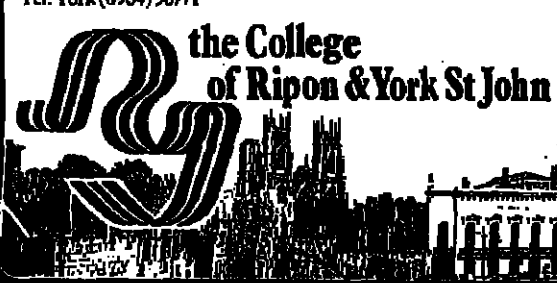
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and other residential settings; YOUTH WORKERS and teachers  
concerned with community work and work with young people;  
SOCIAL WORKERS and others responsible for programming or  
carrying out schemes for offenders or near-offenders e.g. Intermediate  
Treatment; PROBATION OFFICERS and others concerned with  
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Sarah Bayliss reports on a sweeping reorganization  
scheme due to be implemented in September

Ten schools to close in big  
Birmingham shake-up

One thousand teachers in Birmingham  
will have to apply for new jobs  
by September because of the city's  
reorganization scheme.

The scheme, by a Conservative  
administration, will affect more than  
60 schools. It will close 10 schools,  
amalgamate 16 others, abolish 37  
sixth forms and create a mixed system  
of 11 to 18 and 11 to 16  
schools, plus three sixth-form colleges.  
Two 11 to 18 schools will  
extend their provision to 19-year-olds.

Sir Keith Joseph, the Education  
Secretary, has taken just three  
months to approve this major  
scheme.

Teachers have an agreement of  
no compulsory redundancy, and  
although the unions did not back  
the plan, they have agreed to  
cooperate following Sir Keith's  
approval.

Since September, when the closure  
notices were published, 26  
heads have known that their jobs  
would disappear. Eight are likely to  
get the headships of the newly  
amalgamated schools; others have  
opted for early retirement or jobs  
elsewhere. Five heads are expected to  
be "displaced" but they will get  
"protected teacher status" under a  
local agreement.

The redeployment of staff will be  
eased by the special creation of 185  
new secondary jobs in the forthcoming  
budget. School buildings, and  
particularly the sites converting to  
college use, will benefit from a  
£1.6m capital programme.

The Conservative majority on the  
city council were confident of the  
success of their scheme; the two-  
month statutory objection period  
ended on November 1 last year and  
the intention is that the new schools  
and colleges should open just 10  
months later.

Last month, they provisionally  
appointed the principals of the three  
new colleges and of the eight  
amalgamated schools. The names  
were announced last Thursday, the  
day the city received its formal letter  
of approval from Sir Keith. The  
three college principals based in the  
inner city, the north and the south  
of Birmingham are all outsiders,  
with experience of sixth form work  
in other authorities.

The scheme is the second to be  
submitted by Birmingham to the  
Department of Education in the  
past three years. The former Labour  
administration proposed the abolition  
of all sixth forms and the crea-

tion of 11 to 16 schools throughout  
the city serving tertiary colleges.

The DES sat on that for 12  
months and then last May, the Conservatives won a surprising victory.  
The first action of their leader, Mr  
Neville Bosworth, was to send a  
telegram to Elizabeth House with-  
drawing the Labour plan.

The scheme just approved was  
also revised in its consultation  
period last summer: several schools  
were spared closure or amalgama-  
tion after strong opposition from  
parents. Partly as a result of this  
compromise, more than 15 schools  
will have only two or three forms of  
entry for the foreseeable future.  
This conflicts with Sir Keith's ex-  
pressed view that he would not normally  
approve schools of less than  
four forms of entry.

Reorganization is said to be  
needed urgently in Birmingham.  
Many sixth forms have shrunk or  
virtually disappeared with falling  
rolls and the sixth form consortia set  
up by the former Conservative  
administration have not enjoyed a  
good reputation.



Brian Meadows

An HMI report leaked to the  
local press in 1981 described the  
system by which sixth forms were  
supposed to share staff, subjects and  
premises as "bristling with difficulties".  
There were fears that the lack  
of incentive and enthusiasm was  
damaging the staying-on rate as well  
as A level choices.

Under the new scheme the ex-  
isting consortia will disappear and  
rather more than half the 11 to 18  
schools will become 11 to 16  
schools. Just six schools on adjacent  
sites, such as the Lordwood boys'  
and girls' schools, will have joint  
sixth forms.

The changes are to be im-  
plemented from next September and  
should cut out 9,600 surplus places  
by 1990. Between 1982 and 1990,  
the number of 11 to 16-year-olds is  
expected to fall from 62,030 to  
44,520.

Mr Brian Meadows, chairman of

education and a senior lecturer  
in metallurgy at Aston University,  
this week he was delivering  
a scheme had been approved in  
time for implementation in  
turn. "For the first time in 10  
years the educational provision  
of our secondary schools is new  
and we can look forward to a  
period of stability for the rest of  
the decade."

Mr Meadows, who had just  
home to ministers that his  
would offer parents a wide  
pointed out that the seven  
would remain intact. They had  
threatened with closure under  
former Labour administration.

But doubts about the future  
being expressed by teachers  
the city, Mr Meadows, an  
officer of the Birmingham  
of the National Union  
Teachers said staff in the  
to 18 schools were worried  
their future - whether they  
be employed in 11 to 16  
in the new colleges.

"Of course we will cooperate  
shall do the job we have  
done and teach in the classroom  
is not a question of refusing  
this or that. We have already  
thousands of hours on  
reorganization and we shall  
have to spend thousands  
trying to get it right."

The NUT had preferred a  
18 system which it believed  
fit best into the existing state  
of affairs. "What we are most  
disappointed about is the way  
things are now being done  
upon us. The authority has  
about potential effects of the  
birth-rate for a very long time  
believed the existing sixth  
pupils would be highly dis-  
tinged as a result of being the  
experience change in the  
education."

"It's a desperate, hunched  
tion," said Mr David Griffiths,  
secretary of the National  
of Schoolmasters' Union  
Women Teachers. He be-  
gave the small size of some  
schools, particularly in the  
city, there would be a  
further reorganization in the  
time.

The NAS/WTU had opposed  
scheme not least because  
"elitist". In Sutton Col-  
example, all the schools  
tained their sixth form and  
therefore retain their  
The 11 to 16 schools will be  
second-class.

Mr Brian Meadows, chairman of

Widespread shutdown feared  
if caretakers go on strike

by Richard Garner

Teachers' leaders predict most of  
Birmingham's 520 schools will shut  
within a week if caretakers and  
cleaners go ahead with plans to  
strike.

Their proposed action is in protest  
against city council moves to hand  
over school cleaning to private con-  
tractors.

Members of the National Union of  
Public Employees, one of two unions  
in the city covering school caretakers  
and cleaners, are threatening an  
indefinite strike from next Friday.  
This will begin to affect schools as  
they return from the half-term holi-  
day the following Monday.

The dispute is over the council's  
decision to allow six firms to take a  
look at 62 of the city's schools over  
the half-term holiday to help them  
prepare a tender for cleaning con-  
tract from next September.

Mr Jack Dickens, NUPE area  
officer, said there had been a four to

one vote in favour of a strike  
and would be placed outside  
to stop such things as all  
being delivered.

The union was prepared to  
savings with the city council  
had rejected a council request  
should put in a tender for the  
vice.

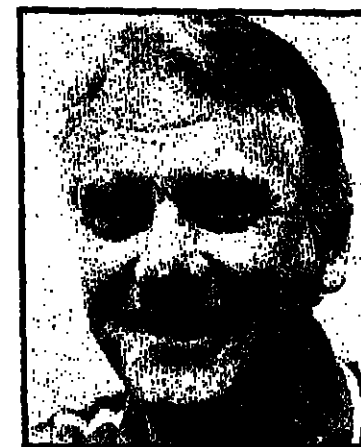
Mr Dickens said a strike  
by city refuse collectors had  
in a 40 per cent cut in  
Both the National Association  
Schoolmasters' Union and  
Teachers and the National  
Teachers have advised  
should make every effort to  
work if the dispute goes  
should not take on extra  
ties.

If the strike does go  
likely to prove a test case  
to "privatise" parts of the  
service.

## SPORT

Allen Wade (below), former PE lecturer at Loughborough and  
professional with Notts County, was director of education and coaching at  
the Football Association for almost 20 years until he was sacked last year  
shortly before Bobby Robson was appointed England team manager.  
Robson has always insisted it had nothing to do with him. Here Wade  
shows how his time at the FA changed his views on coaching.

## The coach's cul-de-sac



Allen Wade

by that forgotten army of volunteer  
teachers, leaders and organizers  
upon whom the true grassroots of  
the game depend.

Ten years later, when I had per-  
suaded the FA to buy Annesley  
Hall and its 150 superb acres in  
what was, many years ago, the heart  
of Sherwood Forest, we almost  
realized the dream... until the FA  
got cold feet.

When I saw that the school at  
Annesley was a non-starter, I per-  
suaded the Sports Council to put  
more than £2m into Lilleshall with  
a view to creating, admittedly, a much  
modified football prep school and  
university in that delightful part of  
the world.

Now, I'm not so sure. Perhaps  
neither I, nor anyone else, could  
have the accuracy to predict which  
one of thousands of seemingly gifted  
schoolboys might eventually make it  
as a full international player, or  
even as a good first division profes-  
sional, for that matter.

I also have serious doubts about  
the probability of developing top  
class footballers in a hot house  
atmosphere, anyway.

The skill and skills of football are  
developed best through large injec-  
tions of encouragement and inspira-  
tion, small, discrete doses of  
teaching and vast opportunities for  
free experimentation in the rough  
and tumble of kick-about football  
play.

Many people in or close to foot-  
ball delude themselves that they  
have made players. Even some pa-  
rents are prone to that sort of ego-  
istical nonsense. They may have en-  
couraged young players, they may  
have taught them but real football-  
ers, those with a certain foxiness in  
their make up, with the skill and  
will to add new dimensions to the  
game by doing things differently  
occasionally, produce themselves in  
spite of teaching, often, not because  
of it.

As director of coaching in Eng-  
land, I was always more worried  
than I should have been about the  
remote possibility of producing  
coaching robots who would fall off

the end of a production line like so  
many "action men". That is why I  
changed the coaching staff at the  
national qualifying courses frequent-  
ly and sometimes radically. Mind  
you, the very idea of English robots  
at anything is laughable. In football,  
it's agony to persuade professional  
coaches to listen to a new idea, let  
alone copy it.

Nevertheless, I was always sensi-  
tive to the possibility of anyone  
brainwashing students on our  
courses about anything to do with  
football. There are those who think  
that the best way to do anything is  
to attack the problem in one way  
single-mindedly. For that reason, I  
have serious reservations about a  
national school for young football-  
ers.

I have reservations on other  
grounds, of course. The overexpos-  
ure of schoolchildren to sustained  
and exacting training regimes of all  
kinds may soon be revealed for  
what it often is - dangerous.  
Psychologically, it hurts those who  
are pressurized to believe that win-  
ning is everything... and who lose.  
And it is dangerous physically.

Of course, people will assert con-  
fidently that the expertise available  
at a sports school will preclude  
those possibilities. Maybe, but I am  
not persuaded. In my time at the  
FA, I became more and more aware  
of the increasing incidence of chro-  
nic lesions sustained by young play-

ers through excessive commitments  
to competitive play and through the  
dangerous incompetence of some of  
those who set themselves up in clubs  
as football coaches.

Among the evidence which was  
brought to my attention were three  
boys from the same school, training  
at the same London Football  
League club, each of whom sus-  
tained a stress fracture of the spine  
from gross malpractice arising out of  
criminal incompetence during  
schoolboy training sessions.

In addition, I have not been  
attracted to the idea of some of the  
national bodies, the Lawn Tennis  
Association and the Football Asso-  
ciation for example, which have vast  
resources to solve in ensuring the  
grassroots futures of their respective  
games, problems which require very  
large capital and revenue invest-  
ments, becoming increasingly com-  
mitted to the exclusive interests of  
international or professional com-  
petition.

Sport in Britain isn't sport in the  
USSR or sport in the USA. Sport  
here must be for the benefit of  
children. Children, however gifted,  
were not created for the benefit of  
sport.

I hope, sincerely, that the new  
supremo and master strategist at  
Lancaster Gate will not take  
coaching down that particular cul-  
de-sac, but I confess to having  
doubts.

Professional clubs are entitled, of  
course, to recruit players to their  
ranks if they can. But they have no  
absolute right to them. I, for one,  
will be much happier than I am for  
the clubs to have readier access to  
talented young players when they  
are a great deal less possessive ab-  
out them than, hitherto, they have  
been and when they take steps to  
guarantee, through excellent train-  
ing and qualification, and through  
inspection on a regular and free  
basis, the quality of those taking  
charge of the next generations of  
God willing, Charltons, Bests and  
the rest.

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## NEWS



Model child: Eighteen-month-old Hugo Levy is entranced by two of the rare model vehicles that have gone on show at the Dinky Toys Golden Jubilee Exhibition. The exhibition opened last Friday at the London Toy and Model Museum, Craven Hill, Paddington, London, and will last for seven months. For the record the car is a Porsche 356A Coupé manufactured in 1958 and the Shredded Wheat delivery van dates back to 1934.

## Allowance urged for post-16 pupils

A national mandatory scheme of educational maintenance allowances for all pupils staying on post-16 is advocated by the Child Poverty Action Group this week.

The allowance should be equivalent to the Youth Training Scheme payment of £25 a week, says the CPAG, but as an emergency measure the Government should at least establish an interim scheme based on the most generous payments currently being paid voluntarily by some L.E.A.s.

The proposal emerges as the main conclusion of a survey by the CPAG of current educational maintenance allowances. The authors conclude: "Our survey has shown how inadequate the EMA scheme is. It does not offer young people a real

choice at 16. Although the alternatives to full-time education for young people are unpromising, nonetheless the dice are loaded against staying on."

They point out that in July last year more than one-fifth of the registered unemployed were young people under the age of 19. "Whether employed or unemployed, however, they are financially better off than if they were at school."

A mandatory national scheme paying £25 weekly to each 16-year-old staying on would cost about £500m - roughly half the funds allocated for the YTS, "and a tiny proportion of the existing education and social security budgets".

Government statistics are quoted to show how participation in full-

time education after the compulsory leaving age rises sharply with income.

The survey of existing EMAs received 72 replies from 104 L.E.A.s. It found five authorities in the summer of 1982 which offered no financial help to 16-year-olds staying on at school. These were Dudley, Solihull, Trafford, Cheshire and Oxfordshire.

The average EMA paid to school pupils was £5.25 a week, compared with £7.60 to college students over 16. Only 12 authorities supported more than 500 pupils or students.

Half the L.E.A.s cut their budget for such allowances between 1979-80 and 1981-82, but some tried to increase cash because of rising unemployment.

## School's appeal wins higher exam grades for 44

by Richard Garner

A school has won an upgrading of examination marks for 44 of its pupils after a four-and-a-half-month fight.

The saga began when the headmaster, Mr J A Vickers, and deputy headmaster, Mr Noel Henderson, of Laurence Jackson secondary school in Guisborough, Cleveland, queried the 16-plus grades awarded to 175 pupils who had sat the Associated Lancashire Schools' Examining Board's 16-plus English examination last summer.

The school felt that the grades awarded to its candidates were markedly below its expectations of them.

However, its original letter to ALSEB was never answered, and, on inquiry, the school was told that it should conduct all inquiries regarding appeals with the examination board with which it is registered rather than the administering board.

The matter was then taken up with the Yorkshire and Humberside Regional Examination Board and Mr Vickers warned its secretary, Mr Alan Donlan: "There is some real risk that the very disappointing results may affect their eventual university applications - especially for the Oxbridge ones among them."

Mr Vickers told the TES that three pupils had gone on to sixth-form college and had begun preparations to re-sit the examination next summer - and it was not until November that their passes were upgraded thereby rendering work they had done for resitting the examinations unnecessary.



Noel Henderson

In addition, the school had been forced to cancel its annual prize since the re-marking of 19 specimen papers - which eventually led to the rest being sent in for re-examination - had not been completed by the beginning of November, when it was supposed to have been held. It was rearranged on two days' notice and will now take place next month.

On November 10, Mr Vickers informed that 12 of the 19 candidates would have their passes upgraded as a result of re-marking specimen papers. In view of the large number of discrepancies, the remaining papers were submitted for re-examination.

Mr Vickers then told the TES: "I have had to instruct my staff to hold up a number of reports."

He added: "With the unemployment situation in this area, every day and week of delay is, in my view, a matter of serious concern."

In the end, the re-examination ended with 44 candidates' passes being upgraded.

But, in a letter to the school, Mr Donlan added: "It should also be noted that the re-mark did not produce higher totals in candidates: 30 of the 175 candidates received slightly lower marks than the chief examiners than from the assistant examiners: five candidates would have received a lower pass but these were not reported, as it was the consortium's policy not to lower grade candidates in these circumstances."

As a result of the four-and-a-half-month battle, Mr Vickers has written to the examination board asking that in future - should the board be given the chance - approach the board administering the examination to avoid delay and misunderstandings.

Copies of the correspondence have been sent to Dr Robert Boyson, junior minister in the Department of Education and Science, and Mr Neil Kinnock, the Labour shadow spokesman on education.

Mr Henderson said he felt the procedure for going about appeals should be clarified to schools. He added that once the problem had landed on the appropriate desk he had "nothing but praise" for Mr Donlan and the fairness of the examiners. "We accept we were fairly treated over re-marking," he added.

## Heads' advice on "solvent abuse" sought

Head teachers have been asked by their union to supply it with details of how they combat the problems of glue-sniffing among pupils.

In the quarterly newsletter of the National Association of Head Teachers, the union says it will shortly be asked by the Government to comment on ways of deterring young people from the habit of glue sniffing.

The NAHT says it would like to hear from individual headteachers about ways in which their schools deal with the hazards of solvent abuse through their health education programmes.

It adds: "Legislation is obviously not practical since there are a variety of substances other than glue that can be misused in this way, and which are quite harmless when used for their intended purpose."

## L.e.a. rejects union's cuts allegations

The Isle of Wight has rejected allegations by the National Association of Schoolmasters/Union of Teachers that its education cuts have gone too far.

The island is one of nine authorities named in an NAS/UT campaign for having made "unjustifiable" developments across the board.

Mr Bernard Proft, chairman of education, said that in the past years his committee had pursued teachers' jobs and was still pursuing above the average on books, materials and equipment. The teachers' ratio had actually improved in primary schools.

"We see ourselves becoming victims, along with many other L.E.A.s, of this Government's policies but we reject any suggestion that we deserve to be placed on a blacklist," he said.

## SCHOOL TO WORK

## Spending penalties threaten YTS

Everyone wants the Youth Training Scheme, the Employment Secretary, Mr Norman Tebbit, told the House of Commons. "A massive step forward in the right direction which will help those most in need."

Spokesmen for all three opposition parties agreed with him, and turned the debate largely into an attack on the Government's overall policy towards young people and their education, and its approach to training as a whole.

Mr Alan Beith, the Liberal education spokesman, said it was lamentable that the education Ministers had stayed away from the chamber. "Are we to take it that the Department of Education and Science has been told that it must have nothing to do with the whole operation? Is it, as so many commentators have said, a simple vote of no confidence in the education system?" he asked.

In his opening speech - described later in the debate by a surprised Labour backbencher as "low key, low profile, candid, and frank" - Mr Tebbit had cast doubt on suggestions that educators should control the YTS. Mr Beith said there was "considerable danger in his attitude."

It suggested to me that he regarded the influence of educators in training as malign and undesirable."

He added: "This country has developed certain education values that should not be thrown out of the window because we have suddenly realised, belatedly, that we should step up our training commitment. Some of those values are beginning to be threatened."

The MSC, he charged, had failed to absorb some important educational values, including the aim of ensuring that young people developed "the ability to apply themselves to different situations."

The MSC clearly did not like political education - the Secretary of State had referred to peace studies, - possibly controversial issue which had nevertheless been accepted by the education system and HMI, who had published a report on the subject saying that young people should understand how the democratic process works. The MSC's attitude suggested a narrowness in outlook.

Youth Training Scheme youngsters may be turned away from colleges in some parts of Britain because of the Government's refusal to sanction extra local authority education expenditure for the scheme. The education departments concerned fear that the Government is wrong in insisting that courses can be provided for all the youngsters without any cost to the authority.

In last week's Commons debate government spokesmen confirmed that they would penalize authorities who overspend as a result of subsidizing the new courses. Mr Norman Tebbit, the Employment Secretary, brushed aside criticisms of this policy and claimed that local authorities who take on trainees would be reimbursed for their costs "in exactly the same way as a private sector employer."

The local authority associations are saddened by the failure of the critics to pin down Mr Tebbit to the real issue, which they say has nothing to do with the minority of youngsters who will be taken on by local authorities acting as sponsors. Their problems arise from the much larger number of youngsters who will be sponsored by employers and sent to colleges for three months off-the-job training and education during their training year.

Because the employers say that the grant being offered by the Manpower Services Commission is not enough to enable them to pay the full normal college fees, the local authority associations, under heavy pressure from the commission, have agreed to recommend their members to offer them a big discount. But the discount arrangement is based on assumptions about the scheme which many authorities - particularly those in areas of high unemployment - now believe will turn out wrong.

The "magic" which enabled the authorities to offer

Mr Beith said that the Government had failed to grasp the point made by the House of Lords Select Committee on Unemployment that if the YTS existed without a parallel system of educational maintenance allowances, it would distort the whole pattern of young people's decisions about whether to go for training or stay on in education.

Mr Beith said that while schools were increasingly offering participation to young people through the way they were organized and through school councils, the MSC did not seem to understand or appreciate the need, and seemed to have found no way of associating trainees with decisions about their work and courses. They should find ways of establishing trainee councils or other bodies that would give trainees a chance to play a part.

Other speakers joined with Mr Beith in demanding procedures for dealing with the rights and grievances of trainees. Mr Beith said that the White

employers courses at below cost without themselves incurring a deficit is based on the recognition that education departments at present pay for the further education of first year apprentices. The local authorities are estimating that three quarters of these apprentices will in future be YTS trainees, and so will no longer be a charge on the authorities.

But authorities like Newcastle and Bradford are saying that in their areas apprenticeship has fallen so much in recent years that they will make comparatively small savings, and could therefore run discounted courses only by subsidizing them from the rates.

The Association of Metropolitan Authorities, briefing MPs before the debate, said Bradford reckons it would need to spend £1.6m - which would mean losing a further £1.4m in government grant under the present system of penalizing authorities for excess expenditure. Bradford is thinking hard about whether to take part in the YTS as a result, the AMA told MPs.

The AMA's point that the problem is not confined to big city councils is backed by the Association of County Councils, which says that some of its members may want to overspend on their limits for the same reason, and is urging the Government to exempt them from penalties.

The reason that both the authority associations are holding back from a full scale campaign is one which is hardly likely to please ministers. They suspect that the situation they fear will not arise in practice because the Youth Training Scheme will not get anything like its full quota of places with employers this year. If that happens, the Government will have to consider rescuing the scheme by paying authorities to sponsor thousands more youngsters themselves - which would mean a far bigger increase in public expenditure than that which the authorities are at present asking for.

Paper on training had stated an urgent need for the reform of the arrangements for training in craft, technician, and professional skills. It had been silent, however, on the means for achieving this.

The White Paper had said nothing about the decline in apprenticeships in the skilled trades and crafts whose services would be needed in the future.

Mr Michael Allison, Minister of State for Employment, said that he understood the concern that the scheme should not undermine the quality of apprenticeship, and the intention was not to overturn good practices but to build on them. The existing YOP arrangements, designed to ensure that trainees were protected as much as full employees, would continue, and the MSC would take out the necessary insurance cover. He added: "The right to join trade unions is under examination."

Mr Harold Walker, a Labour employment spokesman, asked what would be the rights of unions where trainees were taken on and what right trainees would have to join them. Clarification about the position under the Health and Safety at Work and Employment Protection Acts was also needed.

Mr Walker said that the White Paper on training had stated an urgent need for the reform of the arrangements for training in craft, technician, and professional skills. It had been silent, however, on the means for achieving this.

A scholarship with a difference is offered by the Fairbridge Society which enables British students to follow a wide range of courses at the University of Western Australia and the Western Australia Institute of Technology, both in Perth.

## MSC devises new kind of addition

Local MSC officials are being told that the Youth Training Scheme's "additional" rule does not mean that employers necessarily have to take on extra trainees.

This rule is part of the fundamental financial basis of the scheme. It allows employers to get YTS grants for two of their "normal" recruits for every three extra they take on under the scheme. But now local officials vetting applications have been told that they can pay grants to employers who take on no additional trainees, provided that the ratio for the area as a whole is maintained. It means that the officials will have to find some firms willing to take on more than their quota of additional trainees.

The Youth Training Board, set up by the commission to oversee the scheme, has accepted that the rule should be applied flexibly to large companies so that they can count trainees being taken on in one part of their organization against recruits they employ elsewhere. And it has accepted that bodies like group training associations or local authorities who are managing a scheme involving a number of small employers should be free to work out how the numbers balance as long as they get the overall ratio right.

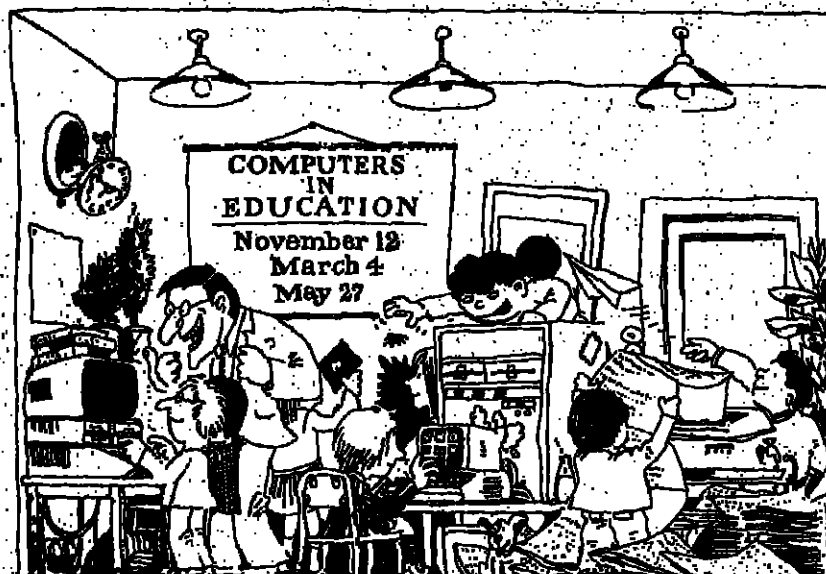
The provision for relaxing the "multi-plan" rule in the case of "multi-plan" companies and group schemes have been set out in detail in reports to the board which do not mention extending the arrangement to give MSC officials the power to decide who gets a grant.

The commission's headquarters staff say that the board was informed - a copy of the paper containing the instruction, one of a series of briefing notes for MSC area managers, was among the material sent to board members.

Mr Roy Jackson, the TUC's education secretary, is among the board members who cannot recall ever having the instruction drawn to his attention. His view is that, whatever the case for being flexible over what happens inside one company or an association, there has to be a line drawn somewhere.

The award is worth £4000 per annum and covers the cost of books, accommodation and medical insurance. Tuition fees are paid by the Australian Government. Details are available from the Fairbridge Society, 119, North East Wing, Bush House, London WC2B 4PY. Tel 01-240 0688. The closing date is February 28.

Fortcoming open days worth nothing are those at Bath Academy of Art (Feb 21, 22 and 23) and the provisional arrangements at the Faculty of Engineering at the University of Surrey (March 2) at Cambridge. New Hall has an open day on April 30 and visits are possible by prior arrangement, throughout March at Christ's College.



You should see what's going on next door!

The Times Educational Supplement has produced an attractive and, we like to think, amusing wall poster for use in school staffrooms. It contains information about the special insets we will publish during this academic year and there's a handy space for writing up weekly staffroom notes (this can be wiped clean). The whole poster is printed in colour and is available by sending a cheque or postal order, no cash please, for £1.00 (this is to cover postage and packing) to the address on the coupon below. Please make your cheque or postal order payable to Times Newspapers Limited.

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## Careers Diary

by Brian Heap



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## OVERSEAS

South Africa/John Kane-Berman

## City university for Africans opens

JOHANNESBURG: South Africa's controversial new City University for Africans opened for lectures on January 31. The university's head office in Pretoria said 720 students had enrolled on its four campuses in black townships: Soweto, Mamelodi (near Pretoria), Batho (near Bloemfontein), and Zwij (near Port Elizabeth). Another 234 students have enrolled for courses in teacher training.

The scheme, known as Vista, has been controversial from the outset. The Bill setting it up was strongly opposed by the official opposition in Parliament, which said it was "incredible folly" to open another segregated university at the very time that segregation at work was being relaxed.

The University of the Witwatersrand, Johannesburg, declined to nominate a representative to Vista's council because it "does not wish to be officially associated with a new segregated university of this kind."

However, the university said it would not stop individual staff members from participating in the work of the new campus.

Vista's rector, Professor Cas Crouse, said: "On the one hand you have the whole political question underlying the South African set-up, and on the other we have a job to do in the light of the need for tertiary education. We are going to

concentrate on that task and steer clear of political issues."

He added: "There is an enormous need to bring tertiary education to the heart of the big black cities."

Vista, which will have additional campuses in other black townships, is designed to meet the study needs of Africans living in these townships in the so-called "white" areas.

In this sense its establishment is part of a process of change in black education policy. The Government is no longer demanding that blacks seeking tertiary or even secondary education go and find it in the "homelands", rather than the "white" areas.

This change reflects the Government's belated realization that economic growth is being retarded by the shortage of skills among Africans (who constitute nearly three out of every four workers). The authorities have also realized that attempting to focus black education in the "homelands" in the hope of ending blacks out of the "white" areas is no longer a sustainable policy.

The authorities say that Vista is to be a typical "city" university in that it will concentrate on academic tuition to the exclusion of sport and other extra-mural activities. Nor will any hostel accommodation be provided. Decentralization of the university into different campuses in various black townships is expected



Government policy change should benefit black students.

because of this.

Tuition is to be in English. Bachelor of Arts and Bachelor of Education degrees being initially the only ones available. Subjects include geography, Afrikaans, African languages, maths, economics, English, history, education, accountancy, psychology, and sociology. Bachelor degrees in science and commerce are being planned.

Teacher training is to be the new university's priority. "This," the authorities say, "is understandable when it is realized that at present only about 2 per cent of all black

teachers have a degree. The aim is to raise the number of black teachers within five years by at least 10 per cent and up to 20 per cent within ten years."

According to Professor Cas Crouse: "The establishment of a network of branches of Vista in black urban areas will take tertiary training opportunities to the community."

The legislation which set up Vista provides for students other than Africans to be admitted with the written permission of the Minister of Education and Training.

Europe/Julia Hagedorn

## Sexism charge

Teachers were strongly criticized for reinforcing sex stereotyping at a recent European conference. A French delegate accused teachers of passing on to their pupils the message of male superiority and of being sexist textbooks.

The conference, on teachers and sexism in the education system, was organized by the Council of Europe and West Germany.

Married teachers, Madame Catherine Valabregue said, were living examples of the traditional model, with the husband earning more than the wife.

"Although 61 per cent of the teaching force (in France) is female, only 30 per cent are in positions of responsibility. In the inspection there are only 17 women out of 100 general inspectors, 98.6 per cent of female but at the other end of the scale, only 8.6 per cent of university lecturers were women", she said.

Turning to a certificate that students in France take at the age of 13 in practical subjects, Madame Valabregue said that in 1976, 94 had to make an apron while boys made a bread-board. "In 1982, it is still the same."

She hoped that the recent circular from M Savary, the Education Minister, (dated July 12, 1982) would have an effect. The circular recommends that measures to combat sexism at all levels of schooling and in all subjects should be incorporated into the official education bulletin.

The conference, attended by delegates from many countries, recommended that all school books should be subjected to an examination by specially appointed bodies.

Australia/Bill Purvis

## Drug offender keeps job

SYDNEY: Mr Robert Fordham, Victoria's minister for education, has claimed the state government is reflecting general community standards by refusing to sack a teacher convicted of using marijuana.

The teacher was convicted of possession and use of marijuana last September; it was his first offence. Another charge of dealing in the drug was withdrawn.

Mr Fordham said he regarded the conviction as a very serious matter and the teacher would appear before the director-general of education and be told no repetition would be countenanced.

"He has been transferred from the school community in which he has lived, despite numerous requests from members of that community for him to remain", Mr Fordham said.

The minister's statement came after a call by the state opposition for the teacher to be sacked.

Mr Geoff Bennett, the opposition leader, accused Mr Fordham of prostituting the law and condoning the illegal use of drugs in schools.

But Mr Fordham said the government had judged from opinion polls that the community perceived the use of marijuana as being in a different category to hard drugs. The significance of the teacher's offence had been assessed in relation to general community standards.

Mr Fordham said he had accepted departmental advice, and had followed a precedent set by the previous Liberal government in not dismissing a teacher found guilty of a first offence in drug use.

In New South Wales, the department of education said any person found guilty of drug use in a school would be dismissed.

A spokesman said that such a charge had been laid, the teacher would be suspended; if the charge was proven the person would be dismissed.

United States/Peter David

## Reagan Budget boost for maths and science

WASHINGTON: Two initiatives designed to improve the teaching of mathematics and science in American schools are contained in the 1984 Budget proposal which President Reagan sent to Congress last week.

One programme, managed by the National Science Foundation, will enable about 10,000 maths and science teachers a year to take block release courses leading to additional qualifications in their subjects.

The other, managed by the Department of Education, would be used to provide block grants to school districts for use in training teachers for other specialisms, or for retired teachers to become proficient in maths and science.

In 1984, the first year of the new grant, about \$30m (£33m) will be provided to school districts to train up to 30,000 new maths and science teachers over a four-year period. Both the NSF programme and the programme run by the Department of Education require money from industry and other sources.

These initiatives are part of a Budget which calls for an overall freeze in domestic spending, and cuts in education. But it also emphasizes the importance of scientific research and high technology in stimulating economic growth.

Better laboratories and a bigger investment in the education and training of scientists are the centre-piece of an expanded budget for

the National Science Foundation, which distributes grants for research by universities and other research institutions.

The foundation is to receive an 18 per cent increase in its budget, bringing its total spending to \$1,292m (about £860m). Much of the increase will go towards upgrading university research facilities and encouraging talented young scientists to choose academic careers.

Strikingly absent from the President's Budget proposals are detailed plans to fulfill a campaign pledge to abolish the Department of Education which was created by President Carter.

Mr Terrell Bell, the Education Secretary, said the administration still believed that the Federal role in education had grown too large over the past 20 years. The President intended to strip the department of its unnecessary Cabinet rank.

Meanwhile, the department's 1984 budget would be set at \$13,200m, nearly \$3,200m less than in 1983, but well above the \$9,200m which had been projected last year.

Nearly half the department's budget would be spent on Federal grants and loans to students in higher education, Mr Bell said.

Mr Bell said the administration intended to introduce a form of optional voucher scheme for parents of educationally deprived children to choose schools best suited to their needs.

## OVERSEAS



Los Angeles police posing as students - just one of their undercover guises

## LA police in class for drugs operation

The Los Angeles Police Department is now placing youthful-looking undercover officers in high schools in an attempt to curb drug-taking. Police have gone into the schools in search of drug sellers because as many as 50 to 60 per cent of the city's high school pupils are believed to use drugs at least once a week.

The young policemen enrol at the high schools as pupils, usually under the pretext that they are transferring from another school. Their actual school is the police academy, where the young narcotics agents are given a month of training.

"Most of them have never purchased drugs before so they do not know how," explained Captain Robert Taylor of the juvenile division.

The message that the division wanted to get across was that it would be foolish to try to sell drugs in school because there might be a narcotics agent around, he said.

A 22-year-old policeman, George

added: "The principal was surprised at the people I got - they were not all low-life types."

Arrests are made in a one-shot round-up at the end of term when the undercover "pupils" are pulled out. The conviction rate is 95 per cent because of the documentation by the undercover agents.

Every day after class, the undercover policemen tell their superiors with whom they had contact and their purchases are logged.

Officer Lopez said that the hardest part of his assignment was to reject all encouragements by the pushier and acquaintances to use the drugs he bought. Also, when asked to parties, football matches and other situations where drugs tend to be used, he used to tell his fellow pupils that he had to work. "It gets hard leading two lives," he conceded. "You try to refrain from making friends because you know that you will have to bust them; that is your job."

Officer Lopez said that one of his arrests was a fine scholar and a member of the basketball team. He

P E Burke

Jennifer Louis reports on criticism of the Soviet system's heavyhanded approach to conformity

One of the better-known works of the nineteenth century Russian writer, Nikolai Leskov, is *Lefty*, more commonly titled *The Steel Flea* in English. It tells the story of a locksmith from Tula, home of the samovar and of Russian firearms, who comes from peasant stock and had had no schooling, typical of pre-revolutionary Russia.

If he had been born later Lefty would have gone to grammar school, possibly have gained a university degree - and have stood just as good a chance of suffering from nervous shock and mental disorder.

For Lefty, as his nickname implies, was left-handed and this entails penalties and problems for the Soviet schoolchild.

This was made starkly apparent in an article in the weekly *Literaturny Zhurnal* by Professor Alexander Veyn, a leading Soviet psychoneurologist, which is a harsh indictment of the Soviet education system's conservatism.

It relates the case of a boy whose lefthandedness showed at the age of three or four and whose parents, following the doctor's advice, attempted to make him hold his spoon and pencil in his right hand. They also punished the child as they tried to make him "like everyone else".

## The trouble with being a lefty in Russia

This difficult situation was aggravated when the boy went to school and the teachers insisted that he write with his right hand. In their zeal, his parents even tied down his left hand while he did his homework.

But this did not help. He consistently received bad marks for his untidy work and, in general, his academic performance was substandard.

Gradually the boy's character developed odd traits. He often seemed only half awake and at other times became extraordinarily irritable. When he was 14 he dropped out of school.

Doctors found him mentally retarded and one told his parents that forcing him to change hands was



probably to blame. Deeply shocked by what they had done, his parents asked both doctors and teachers why it was considered necessary to bring children up to be righthanded. They received no answer and, to add insult to injury, they were told that no one really knows what consequences may follow from such psycho-physiological interference.

According to Professor Veyn, lefthanders make up anything from 2.8 to 7.4 per cent of the world's population, which for the Soviet Union means a minimum of 5 million and a maximum of 20 million.

While admitting that the nature of lefthandedness has yet to be fully

explained and that heredity is an important factor, the Soviet scientist makes an extremely strong case for the facility with which lefthanders accommodate to changing circumstances and to quick physical movement and their tendency to be able to anticipate better than righthanders.

But being "different" entails stresses of its own, says the professor. Not only is the Soviet lefthander liable to be teased by his classmates but he can expect little sympathy from his teachers either.

And then the whole of his practical world is geared to the righthanded and includes everything from school aids to every kind of instrument and machine.

Because of this the argument in favour of training lefthanders to use their right is very practical and where it can easily be achieved Professor Veyn advises that it should be done.

However he would prefer to see lefthandedness being fully investigated, studied in depth by physicians, physiologists and psychologists and by school and nursery teachers.

*Literaturny Zhurnal* sees no reason why life should not be just as comfortable for the lefthanded as it is for the righthanded.

The Netherlands/Lyn George

## Parent bashing on the rise

AMSTERDAM: A Dutch social worker with the juvenile police described what one assumes to be a classic case of father-daughter abuse. "He took his belt off and beat her with it around the house." In this case, however, it is a son beating his mother.

According to an investigative article in a Dutch journal on youth morals in the eighties, parent bashing is increasing.

Although no official studies have been made, students at Leiden University who interviewed many parents discovered that some were beaten as often as three times a day but tried to keep it a secret. In nearly all cases children resorted to violence when the "normal" channels for their demands had broken down and nearly always violence gained them their own way.

What emerges is a gloomy picture of a "lost" generation of young people, reared to be more independent than any previous generation. They

are confused, apathetic, totally lacking respect for authority and ripe for a leader with whom they can identify.

Crime plays an increasing role in the lives of the 15 to 25 age group, with half of shop thefts committed by young people. Reared in a rich welfare state, young people interviewed found it "normal" to steal rather than save for or do without the desired object.

Attitudes of young people were split over unemployment. An increasing number prefer to drop out of school believing that "even with diplomas you cannot find work" while others took the opposite view and persevered for more qualifications.

Surprisingly, more than 80 per cent of the 300 pupils aged 15 to 19 who were interviewed said they would take any job rather than accept social security, while 56 per cent were "hopeful" of finding work.

## Poles free held pupils

by a Special Correspondent

Four Polish school pupils in the town of Rzeszow, who have been in custody since last November for distributing pro-Solidarity leaflets, have been released in what seems to be an over-reaction to a public relations exercise.

The decision of the Provincial Prosecutor to drop charges against the young people was taken, it has been announced, on the initiative of the local provisional council of the "Patriotic Movement for National Rebirth" (PRON).

The ruling military council for national salvation (WRON) was established early last year on the initiative of the Government as an attempt to found a mass movement aimed at restoring stability in Poland. Although a handful of prominent personalities were persuaded to associate themselves with the movement, it has been consistently unable to pick up mass support.

Under a special decree issued last August, conviction of an offence against the martial law regulations (which, in spite of a "suspension" of martial law, still remain in force), carries, in the case of students, the additional penalty of automatic expulsion from university.

Although no official ruling seems to have been made about senior school pupils, media commentaries have made it abundantly clear, that, convicted, the possibility of their proceeding to higher studies is effectively ruled out.

Earlier attempts by the clergy to help these young people failed. In October, the Bishop of Cracow, Stefan Barela, issued a pastoral letter appealing for the release of school children who had been arrested when leaving church after a special Mass to inaugurate the academic year. Bishop Barela's plea, however, was ignored by the authorities.

Turkey/Bernard Kennedy

## Bill strengthens clamp on the private schools

ANKARA: The Turkish Government is seeking to bring private education under even firmer control. According to a Bill now before the country's parliamentary-style Consultative Assembly, certain types of school will be closed, while others will be subject to close state supervision.

The main victims of the proposals will be schools existing for the purpose of preparing students for university entrance examinations. These have boomed in recent years, and are seen by the Education Ministry as a source of inequality in education, since those who can afford to pay for the extra training have a better chance of going to university.

The view is not, however, borne out by the facts, since the highest success rate in university entrance exams last year was recorded in two provinces where there are no private cramming schools. But in large cities

like Ankara and Istanbul, many have come to see the schools as a normal part of the educational system, coming between high school and university.

For this reason, the Bill foresees that the schools, which cater for hundreds of thousands of young people, should gradually be brought under the wing of the ministry, and should be closed only when the public education system is able to offer a viable alternative.

The same draft law also seeks to regulate schools for minorities and foreign nationals. Foreigners will no longer be able to open a school of any kind in Turkey - the children of foreign nationals will be educated in schools jointly operated by embassies and the ministry. In schools for minorities, Turkish lessons will be taught by Turks. Most such schools are for Greek-speaking Turks; other minorities, such as Kurds, are not given special treatment.

## Mongolians proclaim 'Year of the pupil'

The People's Republic of Mongolia has proclaimed 1983 to be the "Year of the pupil", in which party, Government and workers will be asked to contribute to "strengthening the material basis of schooling in Mongolia".

The proclamation coincides with the new Mongolian law on education which calls for improved vocational education. Under the new law, the emphasis on "polytechnic" education is to be considerably increased, and a signifi-

cant proportion of the funds raised by the "Year of the pupil" will go to the establishment of school laboratories and workshops.

Another important target is the establishment of boarding schools. Although Mongolia's traditional occupation of stock rearing has been reorganized on socialist lines, many of the country's herders still lead a nomadic life. Boarding school facilities are therefore the most practical way of educating a large proportion of Mongolian children.

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## TALKBACK

## Inadequate advisers?

DAVID RYDER

There was a clear demanding rap at the door. "Enter!" cracked the head's voice. "Please may I read you my poem?" asked the little moppet who stood in the doorway. "Of course, Stephanie," allowed the head, his rough tweed tones softening into flannelle.

He turned to me, his eyes innocent behind his wide spectacle frames. "This, by the way," he breathed confidentially, indicating the child poet, "is a pupil."

It's funny how being an adviser suddenly wipes out all your former experience. No matter how many years you have spent furling your teaching skills on the arid of classroom experience, no matter how much time you have spent in positions of senior responsibility, as soon as you become an adviser, you are out of touch. Unfortunately, you are also in the spotlight powered by envy, resentment and suspicion and head teachers expect you to be able to teach at the drop of a hat, controlling unknown children in unfamiliar surroundings like a super Svengali.

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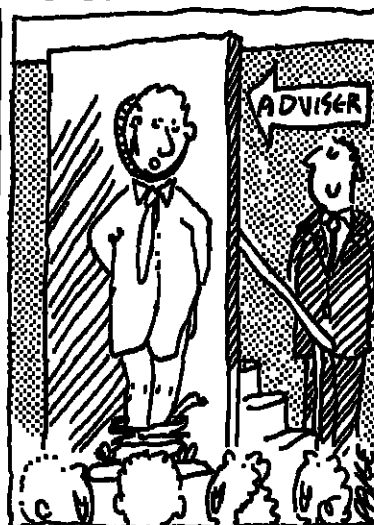
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When I was still wet behind the advisory ears, I walked into such a head's trap. "Ah," he said, "we're having a spot of bother with your subject since the specialist chappie left. Could you nip in and give our Adrian a little advice. He's trying to cope with 5 Remedial in a discussion situation."

I dutifully followed him into a humdrum, stuffy classroom stuffed full with booted, bored Bover Boys and a couple of distant girls and then tried to make sense of a failing lesson conducted by a desperate probationary teacher. I ended up telling them all to shut up, sit up and copy the points from the board as I wrote them down. I bet that got some derisory laughter and scathing comment when recounted in the staffroom.

## Occasional day

JOHN RICHARD

Good afternoon, colleagues. First of all, may I comment on the uniqueness of this occasion. This is the only half-day closure for in-service training that the authority has allowed us since I became head here 16 years ago. That could be because I've never asked for such an allowance; you have always seemed so very competent to me, and still do. Since none of us believes we need to be trained, I must congratulate you on a splendid turnout. Almost everyone is here with only the faintest exceptions, all of whom have sent me their apologies.

Mr. Idle and Mrs. Dollittle are using this afternoon for the annual health and safety check. Miss Job, our new careers mistress has taken the fifth year girls to see *The Best Little Whorehouse in Texas* - in these difficult times we must leave no possible avenue unexplored. The home economics staff are, as usual, making tea and coffee for your refreshment after I have finished talking.

You are here this afternoon instead of in your classes because there has been some kind of edict from above. It seems that the DES have issued a circular 8/61 or 6/81 or some such number. Because of it, the Director of Education has instructed all head teachers to carry out a school review as soon as possible. We are having this meeting so that I can explain what is meant by school review, in so far as I can understand it, and so that you can begin the process of providing the answers to a lot of questions.

The school review is part of the whole process of accountability. In it, the head, teachers and staff set down their aims and objectives for the school and for all the component parts of the school and then try to assess honestly their success in achieving them. A document is prepared which is taken to the school governors. Why, thank God, won't understand a word of it. It is also sent to the Director of Education. He, fortunately, will be much too busy with plans for school closures and further secondary re-organization to read it himself. I will, therefore, be delegated to a subordinate who will either not read it at all or

## Exchange of view

RICHARD MILLS

For five weeks nine-year-old children at two Birmingham junior schools, Paganet and Watnall, a mile apart, exchanged information about each other and about their schools. The news they swapped ranged from the ordinary ("I support Aston Villa") to the more revealing ("My mum does not work now my dad and it is hard for my mum to pay the house bills"). They told each other about their homes and families and interests and pets; about their school's history, routines, rules, and teachers, and lessons; about their favourite diners (generally chips and beans). They exchanged paintings and drawings and diagrams and tapes. Twice a week the head teachers acted as postmen and ferried the material to and fro.

The enterprise culminated in a Tuesday when half the children from each class spent the whole day in the other school with their partners, and the following Thursday when the other halves had their day out.

This provided an opportunity for the children to measure reality against expectation: to see how another half lives and so learn more about how they live themselves; to meet their correspondents for the first time and be responsible for them; to learn the multicultural les-

son that different people in different places do things slightly differently. "You don't know what they're like," said one, "and that's exciting."

In different schools the children experienced an assembly; went on a bus; on route; did some cooking and pottery and maths and a pond dip. Barbara was bitten on the arm by the best hamster and survived the experience. Mood and all, it was a success. Joy had her crutches borrowed at play-time and strange, queued up to try them out in the trials across the playground. Tom was tutted at dinner-time and called names. "Lanky." "Lanky." Derek found that his partner, Paul, had brought him squash and chocolate for break-time. Michelle watched, for the first time, the antics of a pond skater.

Their two teachers, who have since become friends in the process, have been mounting the work: starting the letters in sequence; transcribing tapes; sorting out photographs and assessing the value of it all. But are convinced that writing for an audience over a period of time gives the children a sense of purpose and motivation that is often difficult to achieve. Both have noticed an increase in empathy (as one child said, "I know I'm nervous, but I expect they will be, too"). But have been impressed and delighted by the social competence displayed and the sheer pleasure given to the children. Receiving letters became the high spots of the week.

Richard Mills is principal teacher at Westhill College, Birmingham.

## Teaching practice

ROGER LOCK



When will we get right the relationships involved in the assessment of student teachers on teaching practice? Only three elements are involved: the student teacher, staff of the school and the supervising tutor yet the interactions between them still seem to be at an elementary stage.

Why should students tense up and perform atypically in the presence of the tutor? Teachers have long accepted the dual role of adviser and assessor with no evidence of a deterioration in relationships with their pupils, so why can't we expect the same of tutors?

The really important aspect of the visits is the verbal interchange that follows the lesson. The emphasis here should be on the interchange of comments. Too many students suppress their own views totally for fear of an adverse effect on their teaching practice assessment, while others are reduced to recording their frustrations in written comments on teaching practice. Some do not even achieve this level of interaction. One who did wrote:

"After a practical lesson with a group of four year girls I was criticised by my supervisor for my lack of or limited control; but in my eyes, those children had behaved better by far in his presence than they had done in previous lessons."

Many of the "problems" would never arise if relationships with school staff were improved. Like the school being informed of the current structure; why it is arranged that way; what topics the student is covered; and what is expected of the student in terms of lesson preparation, practical work and teaching practice file?

Consultations should go on with school staff about what is possible in terms of observation lessons and teaching timetable. This does not mean a limited degree within the upper echelons of both establishments but does the information get passed on to those most closely involved? Teacher training institutions should encourage open interest in what they are trying to achieve with student teachers and practising teachers should be more fully involved in deciding what that is.

Most of the verbal interchange with students following the lesson should be done openly, possibly in a three-way discussion with the student teacher, but at the very least a copy of the written comments on the lesson should be provided to the school too. Part of the value of this exercise lies in the fact that the student teacher is not a diplomat and secretive nature is both glib.

Consultation with teachers about their involvement in the visits, course, not just the teaching practice, will provide many opportunities. Problems over the visits are simply discussed and explained.

Teacher involvement in decisions making on the teaching practice grade is also crucial. The credibility of the exercise: how many visits, in what establishments, tell the school the final grade awarded to student teachers who taught there and allow comparisons of grading standards by the school. It takes time to compile the data for all sides can be considerable.

With open relationships and an environment where some of the problems of grading credibility will appear but questions of competence are bound to remain when a significant proportion of teachers have only have experience of getting on in independent schools and that is a very dim and distant past. The pressure is upon us to find ways for updating and renewal of experience by tutors has never been greater. The pressure is upon us to find ways for updating and renewal of experience by tutors has never been greater. The pressure is upon us to find ways for updating and renewal of experience by tutors has never been greater.

As we staggered through the extremely busy week before Christmas, peering for the light at the end of the tunnel, news arrived that Anna had decided to take her full leave, and would be returning in mid-February, not early January. Sue would not come back early just because Number Two's pregnancy enforced early departure. Both were entirely within their rights, and one merely doing what she had always said, but this meant a month with no teacher for one timetable, and at least five weeks with no teacher for the other timetable.

Area office sent us some names. In the Christmas holidays we interviewed the only one actually available, a man in his late 50s, a probationer, insistent that he could take no time off, and that he would be back in the classroom with no problems, nor any examination classes, and that anyway supply was "only child-minding really". We decided we were better off without. My surviving half-time colleague and I taught every available moment, devised extra worksheets and home-works, calmed anxious children, marked interminable mock exams.

After four weeks Number Three arrived. Superb as an English teacher, she panicked over history, requiring frequent comfort and advice, but was seldom available before or after school to get it, because of her own young children. Having no economic necessity to do the job, she agonized daily over whether to stay or leave.

Anna returned. Number Two left, heroically eight months pregnant. The day after her

standing with her back to me and sorting through paper, my second-in-department said: "I'd better tell you... I'm pregnant."

I congratulated her. I knew she'd been hoping for a baby, and saw no reason why her temporary departure should have a particular severe adverse effect. In my time I'd served in schools where close colleagues had had breakdowns, prolonged illnesses, suspensions on full pay, babies. In one case a temporary teacher had left without a word on the London train one lunchtime to have an abortion, and was never seen again.

I was an old hand at temporary crisis. If anything, I looked forward to another one to stir me out of routine into a zestful, triumphant whirl of efficiency in which adrenalin would ensure that I achieved more than I was anything untoward occurred.

Anyway, we were a glut subject, good historians ten-a-penny. Anna planned to leave in late May, after the effective end of examination classes. In the dog-days of teachers in a 13 to 18 high school do least actual teaching, we would be able to absorb most of her remaining work, and appoint a supply teacher for the autumn until her return after Christmas. All looked well.

A month later the only other full-time member of the department approached apologetically with her news of a baby due in September. She planned to leave on July 1, and return in the following summer term, in April. Probably, I and she knew that she might never come back, or might come only for the few weeks needed to secure her maternity pay, and that even if she knew, it would not be in her best interests to tell. After congratulations, I began to plan for what now looked more like a real problem.

Both pregnancies proved pleasantly trouble-free for all concerned. A few afternoons lost for hospital appointments, some help with the logistics of moving heavy items around our rambling buildings for increasingly mountinous teachers, a couple of days of high blood pressure.

More seriously, the virtual collapse of any departmental planning for the middle-distance: new courses, the explosion of sixth-form numbers produced by rising local unemployment, the new headmaster's requests for departmental policy documents - all seemed less interesting than blood-pressure, breast-feeding and standards of ante-natal care.

The end of the summer term was a little fraught: both absentees would normally have been teaching simultaneously, and the only temporary help was a biologist. For the new term, however, we appointed two temporary teachers: Number One, for one term (a probationer) and Number Two, for two terms (aged 29, getting married and moving to the area). I jokingly predicted a pregnant supply teacher, by the time our second permanent teacher returned.

An employee who takes maternity leave is entitled to return to the job on the same terms as she left it. Both frequently expressed the hope that they would keep a share of both form work and "good" O level classes, and would not be seeing only the youngest and least motivated for the rest of the year. I agreed, and sought to achieve this, although since Number One felt unable to teach the sixth form, an elaborate system of mid-year exchanges with younger pupils on my timetable proved necessary, thereby spreading disturbance to more children.

After school on her first day in September, Number Two told the headmaster she was pregnant, and would have to leave in January or February, not April. Holiday-refreshed, I laughed. Next week, Number Two's three months' pregnancy sickness coincided with the school's four-year-old flu, and the chaos of rushing from room to room setting desks began.

Similar bouts of simultaneous illness/inter-appointments/probationary teachers' meetings bedevilled the rest of the year, wreaking havoc in passing upon the contribution to the school's singularly ill-timed 100th anniversary bazaar, which might in normal times have been expected to assume a certain historical favour. There was frequent "wave of staff pregnancy-jokes."

"Why aren't you pregnant?" asked a girl whom I was trying to dissuade from smoking in the loo. "Any dress I wore without a high-waisted waistline prompted witticisms in the staffroom all the time."

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## Family planning

New mothers are not the only ones to suffer baby blues; Gillian Hooper describes how maternity leave for teachers can play havoc with pupils' work.



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departure, a pupil hot-foot from one of Number Three's lessons demanded "Miss, can't you do anything to get us a proper teacher? Nobody will do any work". I sat on a desk to await the inevitable arrival of Number Three two minutes later, with her final decision to go.

Number Four was a splendid young man, appreciated by everybody, but he immediately got a permanent job and left after a week. The deputy head then discovered a convent-trained Irish lady whom he felt would fit in well as Number Five, being pregnant herself. Though charming, she did not find the by now troubled classes easy.

We did not give her all of them, and some classes were being covered by other permanent staff when the union ban on substitution for teachers absent for more than one day began. Most were by now too confused or too sympathetic to enquire too closely whether the class they supervised rightly belonged to a teacher absent for nine months.

Inevitably, final year classes which we had tried to preserve on the timetables of returning mothers had to be transferred, and when I took them over my own classes were disturbed. Of 33 classes, 21 had a staff change in two terms, 16 had four or more different teachers. Some 540 children and 70 staff suffered varying degrees of inconvenience or worse. Repeatedly, unanswerable, ethical

questions arose about which children were sufficiently "unimportant" to be left with unsuitably qualified teachers, or with no actual teaching at all.

In April, normality resumed, except that one of the newly returned mothers began applying for jobs elsewhere. I forcefully reminded myself of the value of motherhood as a long-term qualification for the teacher, and steeled myself to rejoice with each in turn over the first post-leave payslip, complete with backdated pay and tax rebate.

I also left my own job - oh, for a variety of reasons, but partly, certainly partly, because I felt myself dulled and jaded by the recurring 70-hour week combined with the unremitting awareness that virtually nothing was being done properly. I left without a job to go to and before the end of the summer term - unforgivable errors, perhaps not easily overlooked by possible future employers, even though I completed obligations to my examination classes and left when I knew there was a competent person to take over the others and keep them for the following year.

But I ducked the issue of reconstruction, and there is no good reason for leaving other than at the end of term. The area office at first said it couldn't be done - unless, of course, one is pregnant. I felt in need of a Brave New World style surrogate pregnancy - not to heal my sexual frustration but my tiredness and my stalled imagination.

Three weeks of dispiriting job-search proved more enlightening than most things I had read or listened to about the problems of many of my soon-to-be unemployed pupils and, in passing, about the possible underachievement of girls, since I was so often made to feel that a good degree and 16 years teaching were pretty well useless unless I could provide audio-typing as well.

Six months later, I find myself temp working, at just under half my former pay and hours, in a jobcentre, giving telephone advice to young jobseekers and, at present, covering for someone on maternity leave. Her absence will not, I think, cause havoc to the extent that it did in a school.

In October, one double-page spread of *The TES* featured 12 temporary jobs specifically attributed to maternity leave, and a few others which suggested it to the well-trained eye. I shuddered at the possible distress behind one urgent search I saw for a temporary educational psychologist for six months.

Meanwhile back at the ranch, my second in department who returned in February left again in December for her second pregnancy, and any doubts I might have felt about my sheltered life as a casual civil servant evaporated. She is, incidentally, also a housewife with pastoral responsibility for 200 children.

I realize that what I experienced was a chapter of accidents and coincidence; not an inevitable consequence of maternity leave. I know that precisely the same might happen if two men suffered heart attacks or breakdowns or major road accidents. Nevertheless, some of my (mainly male) colleagues emerged with strengthened or even newly developed convictions of women's relative unreliability. My headmaster hoped to replace me with "a married man between 30 and 40" - probably more as a consequence of my deplorable freedom, so leave without first getting a job than anyone's maternity. I teased him for his sexism but saw his point.

Teaching - and doubtless many other jobs of which I know less - is not like selling cornflakes or typing letters, or designing houses or making investment decisions. Within a large school the timing of work is fairly inflexible. A class cannot be delayed for six months or even for an hour until an alternative specialist is available, nor can it be sent, in a rural area, to be dealt with elsewhere. Finding a suitable substitute teacher to undertake a longish block of work starting or finishing on a Wednesday in mid-February is difficult unless there is one unemployed living around the corner. It cuts unrealistically across the normal employment pattern of the profession.

The law which lays down identical conditions of leave for cornflake sellers and teachers does not work, and at least an obligation to take a definite number of whole or even half terms might be preferable, even if biologically inconvenient, and even though it might sometimes give the teacher a longer leave than the present system provides for. I do believe in the right of return, and in the very great contribution of teachers who are also mothers, but last year's experiences dealt a blow to my optimism from which I have not yet fully recovered.



## FEATURES

## Holding the front page

Local newspapers are encouraging schools to produce parts of their papers. Sara Parker looks at the benefits in one Burnley school.



Art classes gave way to design work for "advertising clients" and English lessons to "editorial meetings" at Towneley High School in Lancashire last year. The reason - to produce a four-page supplement for the local newspaper in the area, the Burnley Evening Star, and an invaluable lesson in life beyond the school gates.

The idea for a school's supplement came from the newspaper, but the teachers took it up with enthusiasm, seeing it as a way of involving the whole 11 to 16 age range and cutting across ability and subject boundaries. The work was spread over two terms and began with a display in the school on modern newspaper technology.

Nearly half of the 1,100 or so pupils worked on the production of the supplement in one way or another, and when material started pouring in, Alison Banks, head of English, handed over the editorial responsibility to one of her fourth year teaching groups. "They were all CSE pupils, kids with no confidence, no ambition and limited career ideas," she remembered. "But as they got on with the project I found they were trying harder and setting their sights higher, and the standard of their work improved."

Initially, the whole group of 30 was involved for half a term and then a team of seven emerged, which volunteered to continue the work during lunchtimes and after school. The work on the newspaper slotted in well with the existing syllabus for the newly introduced common 16-plus English examination. For the past two years, the teachers had been using newspapers as a method of improving reading and writing skills and increasing interest and understanding.

"English is about a wide range of skills, such as conducting an interview, writing a report, redrafting - all these are skills which must be practised and to make them interesting they need a real life purpose," according to Alison Banks.

She had felt for some time that the next step was to produce some kind of newspaper. She was, however, looking towards a publication which would escape the intrusions of a school magazine, and the Towneley Evening Star - as the supplement was to be called - provided just the right project.

The idea had been put forward by the local newspaper editor as a way of strengthening

ties with the local community. He saw it as an experiment and the initial contact with the school was, therefore, informal and tentative.

"We had to be confident that the school wouldn't let us down," Peter Butterfield, the deputy editor, said. He was responsible for the project from the newspaper side. "But when I went for a meeting with the teachers, I found they were all pretty clued up and I came away feeling sure that it would work."

Such was his confidence in the school that after the initial meeting, the pupils and teachers were given a comparatively free hand. The only stipulation laid down by the newspaper was that the content should interest a wider public than just pupils, staff and parents.

In the end, the articles ranged from a front page story on vandalism and an opinion poll on nuclear disarmament, to an interview with the headmaster and a feature about the local youth theatre.

But the school was not only responsible for the editorial, its brief was also to take charge of the advertising. This four-week part of the project was handed over to a mixed-ability

fourth-year art class.

In the first week, they were visited by an advertising salesman from the newspaper who told them what was entailed and left them with a list of clients who had agreed to advertise in the supplement. Their job was then to visit the clients, find out what kind of advertisement they wanted and design it to meet their specifications.

The exercise was not, however, as straightforward as the careful planning of the newspaper had suggested it should be, since two of the 14 clients decided not to advertise at all and a couple of others were difficult over the design.

As Geoff Lambert, head of art, explained: "It had its pressures. The pupils had to go out and see people, come up with an idea and then sell that idea; and all to meet a deadline. 'I think some of them found the commercial world a bit harsh but I think the experience was good for them. It taught them that life outside was harder than life in school.'"

One 15-year-old remembered: "I didn't know what I was letting myself in for. The first time I had to go and meet people outside the

school, I was terribly nervous but now I think I'll feel nervous in that situation again."

This new confidence and understanding is common to many of the pupils who took part in the project. For others, such as one in the remedial class, it has also provided them with an opportunity to make a positive contribution for perhaps the first time in their lives.

The remedial class of a dozen pupils decided to interview the headmaster, and the teacher remembers: "The week was planned to be able to do something. They were all kids who had done things wrong in their life, and yet here was something which they could be valued."

Inevitably, there were also the disappointments - articles failed to appear, and one or two half pages had to be axed because of lack of advertising.

There were also those pupils who had made no effort to take part in the production of the supplement, although as one teacher said: "Even for those kids to see a place in a newspaper written by a member of the school will encourage them to take part in things in the future."

The Towneley Evening Star went to press on the last day of term. It attracted a good deal of interest and favourable comment, and both the school and the newspaper are looking to try a similar project in the future.

There is also talk of a regular supplement involving other schools - something which the Reading Evening Post tried with primary schools last year - albeit not all that successfully. After the fourth supplement, they were stopped, ostensibly because of lack of advertising, but deputy editor, Philip De Vries admits: "They had begun to get a bit of money. There were too many places for school trips, little stories and poems."

The Post had been hoping to get some of the comprehensive schools in the area involved, but he said, "It appeared they were all too busy getting themselves educated to be interested."

It is an attitude which teachers like Alison Banks would condemn as short-sighted. "You may seem like wasting time doing a newspaper or other sorts of outside activities, but the long term these things are much more valuable than just sitting silently in a classroom, supposedly learning."

these learned to play from other teachers at the school. During the wet lunch hour when there was no other activity, the school hall turned out to be the only place where they were not involved in some kind of organized lunchtime activity.

"The lunchtime problem", so well-known to all head teachers, was the original impetus for the project. When the school first opened it was housed in old buildings in the town, with no playing areas.

William Anderson, the first and present head, decided that if the pupils were not to be roaming the streets at lunchtime, then the school must provide a full programme of activities for them. It says a lot for him and for the effectiveness of his policy that he has managed to keep this principle alive and well despite the school's move to a new, modern building on a roofter site.

Anderson, a mildly spoken man of many beliefs, has had over the years to learn to justify his belief in music as a suitable school activity. Recently, though, and as a result of the satisfaction exuding from his thought - the statistics have begun to speak for themselves. Musical provision in formal academic attainment have been ahead hand in hand; vandalism does not come into the picture; and the positive attempts to get themselves involved in the school.

The lesson to be learned from the apparently very successful schools is that every comprehensive in the land should have five bands and a couple of choirs. It is that each school has developed a policy rooted in the needs and preferences of its pupils and also closely related to the neighbourhood. Rochdale, for instance, is right at the heartland of the brass band movement - 50 Wardle pupils play, but the outside school.

It is just possible that a teacher who goes to a school his own cultural and artistic traditions, and embarks on the anticipated task of firing up his pupils, the same task may be starting at the end. What he ought to be doing is setting direction and feel of the local cultural scene and holding up the right tails to catch the

## Absence makes the heart grow harder

Truancy and bad behaviour are dramatically reduced when juvenile courts take cases out of the hands of the welfare services Jack Cross reports

Now go away and come back here in two week's time. If you've missed any more school without a very good reason you can bring a bag with your things - you'll be going away for a bit."

Dr Hullin, chairman of Leeds Juvenile Court, means what he says and the young people who come before him know it.

The Children and Young Persons Act (1969) empowers a local education authority to take proceedings in a case where "a child is not receiving efficient full-time education and appears in need of care and control". Conventionally, British courts tend to deal with persistent truants by making a supervision order, leaving the responsibility for their future behaviour to the social and probation services.

In Leeds, under the leadership of Dr Hullin, the magistrates prefer to do the overseeing themselves. Cases which come under "Care and Control: Education" are automatically adjourned, with "no order" being made. This means that the children and their parents have to keep coming back to court at regular intervals until the magistrates are convinced that school attendance, punctuality and behaviour have become satisfactory.

All the time, the threat of an interim care order - being sent to a local authority home for three or four weeks - is kept hanging over their heads. "We call it 'The Sword of Damocles'," says Harry Brown, the city's principal probation welfare officer, "and we're grateful to Dr Hullin for introducing it. In the old days of supervision orders the records of a lot of offenders got a damn sight worse than they had been before they were brought before the court."

It is all sounds rather harsh, it has to be said, but during the whole of one long afternoon (the juvenile court sits four times a week) only two boys were actually put into custody and that was entirely because of home circumstances and with the mother's permission.

But Dr Hullin certainly keeps the pressure on. A girl who has achieved a pretty good attendance record is still reprimanded for a single act of unpunctuality. A court officer is asked to inquire about a number of medical certificates "covering a variety of ailments, some of them signed retrospectively. An East Levens' health seems to have suffered from the stress of an evening job - 'Sounds like a bit of a strain' - and laconic inquiries are put in train."

The system has its small rewards. A boy is complimented for having got to school 52 times out of 58 sessions. "You see, that wasn't so bad, was it? Keep it up", and his period of adjournment extended; others are excused their next attendance. But bad behaviour in school is not countenanced; to be suspended is considered "self-imposed truancy".

The adjournment method works, says Dr Hullin and he has the figures. National statistics are not available, largely because "truancy" is such a difficult term to define. It is estimated that, at any one time, something between 6 per cent and 8 per cent of pupils are not in school, mostly for perfectly legitimate reasons. People, including teachers, tend to count as truants only those children who "skip it", "play the hop" (or whatever the local euphemism is) without the knowledge of their parents.

A third category includes young people whose absences are known to and often covered up by their fathers or mothers; every authority agrees that condoned absenteeism increases dramatically in the final year of secondary schooling.

Dr Hullin became fed up with the supervision system back in 1970. "The magistrates never saw the children again until they'd committed some other offence and came before the court."

The results were pretty conclusive. Before coming to court both groups had averaged 143 absences out of a possible 190. After their appearances, children on adjournment averaged 67 absences during the next comparable period, compared with 92 in the supervised group.

Their behaviour was better too. Those on adjournment showed a 20 per cent reduction in the incidence of such things as shop-lifting, glue sniffing and vandalism.

Nevertheless, the new system was not greeted with universal acclaim. The Leeds magistrates were accused of insensitivity towards individual problems; of devaluing and bypassing an expensive, hard-working and caring social service. Other authorities preferred to prosecute parents under the Education Act, rather than bring children so often into court.

Is it, some asked, ethical to carry out experiments of this kind, treating children as if they were particles and not people?

Dr Hullin denies any comparison of his test procedures with the kind of double-blind trials carried out by physicians. "I'm not giving or withholding drugs, just seeing that the kids go to school, as the law demands... and what could be more 'caring' than seeing they get the education they need? It's natural for youngsters to test themselves against the system but the limits have got to be there."

The education welfare officer points out that they don't go to the law at the drop of a hat. A whole sequence of counselling and warnings (including an appearance before a panel of the elected members of the education committee) comes first. "At least half the offenders require no more warning than that."

In the event, after a cathartic period of conflict, everybody concerned now cooperates in the new system. In 1979, the Home Office provided funds for a further research project. A study including 168 children, mostly between 12 and 15, set out to compare flexible adjournment (court reappearances over one, two, three and four weeks) with an inflexible programme, when they just come back once a month. The latter proved rather more effective, though altogether 111 of the 168 achieved the arbitrary "success" level: 70 per cent attendance - "actually in school; no excuses".

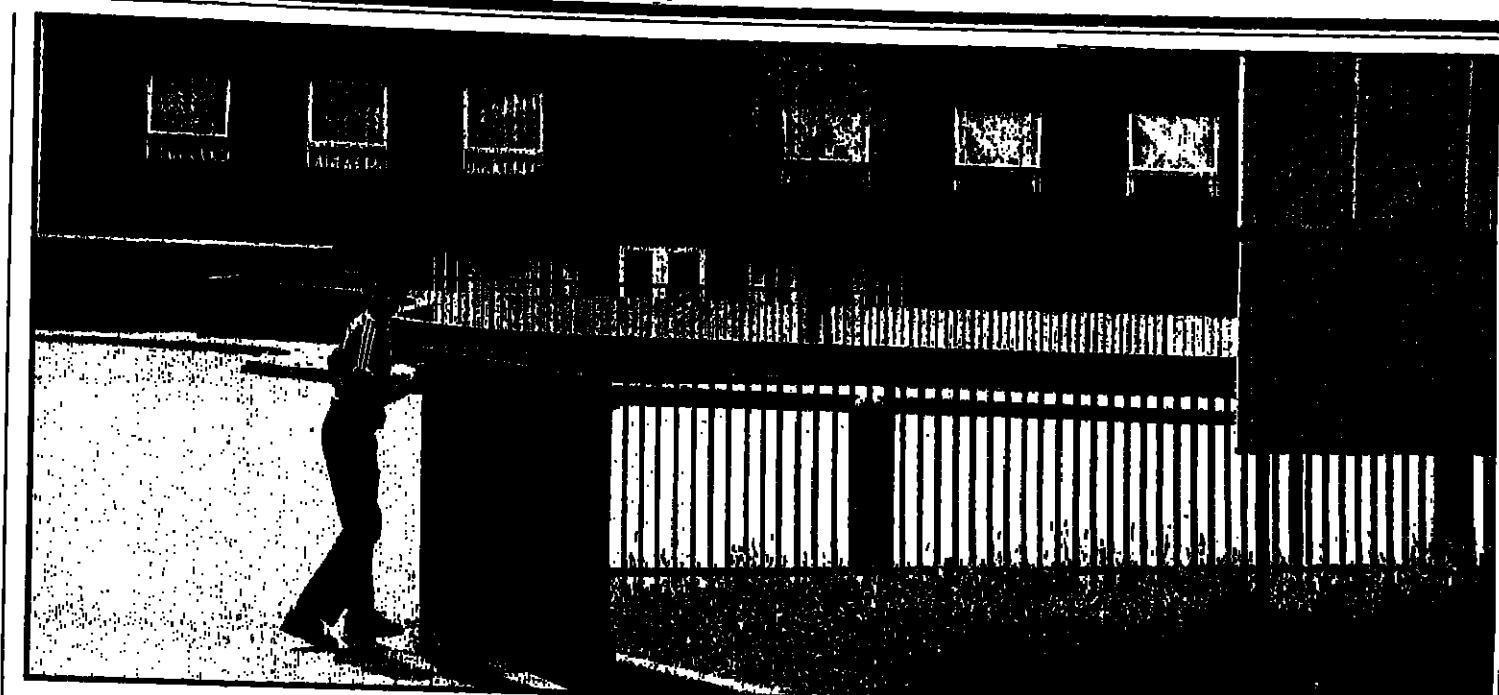
Other interesting figures showed up in the trials. The school attendance of the whole group improved by anything from 45 per cent to 60 per cent before they actually came into court; the threat was apparently enough. Those who did very well after their appearance had dramatically improved (by up to 80 per cent) before their case was heard; in principle, at least, it may be possible to predict which children are prepared to come to terms with the system. In the early days an attendance record as low as 30 per cent was needed to "qualify" for legal action; even with this threshold raised to 55 per cent there has been an annual drop by 15 per cent of cases which have had to come before the court.

The attendance and punctuality of the control group (other "ordinary" children in the same classes as the offenders) improved as well, due to what Dr Hullin calls "the television-detector van effect". Under the adjournment procedures, for truancy, criminal prosecutions dropped from an average of one for every truant to 0.3.

All this appears in the report Dr Hullin and Dr Berg have just presented to the Home Office. It may have dropped, if not with a dull thud, with no more than a mild flutter in the dovecotes. The authors sense a fair degree of opposition, especially from those in the social service or welfare agencies. Certainly, this combination of pragmatism and behaviourism is rarely encountered in educational, judicial or welfare circles.

The last paragraph, however, throws out a challenge. "Research has shown that truancy in both Britain and America is an important indicator of antisocial behaviour which occurs in adult life. A link between the two does not necessarily mean one causes the other, but the report ends with the claim: 'Anything which can reduce truancy and associated criminal behaviour in childhood and early adolescence may go some way towards reducing crime... The Leeds Truancy Research Project has begun the task of identifying effective ways of tackling truancy.'

## FEATURES



## Musical youth

Gerald Haigh looks at the backing given to music in two of the schools regularly appearing in the Schools Prom.

The red shirts and blouses worn by the boys and girls of two Northern Comprehensives have become familiar at a variety of school musical events, notably, the National Festival of Music for Youth and the Schools Proms. Holmfirth High School, near Huddersfield, and Wardle High School, near Rochdale, just over the watershed summit of the M62, are both 11 to 16 schools, making music a central motivating influence on school life.

Holmfirth, of course, is famous for its role as the setting for the BBC's *Last of the Summer Wine*. The school's pupils make occasional background appearances - "watch for the red shirts" - and its magazine is aptly called *New Village*.

One upon a time Holmfirth was a woolen town, and though some weaving survives, it has really transformed itself into a middle class dormitory, attracting the kind of person who wants to live in a place with history and character surrounded by a welter of man-modified wild scenery and within eye-shedding distance of even wilder fellsides and hillsides.

Given this, and given the history of amateur music making throughout this region, it is hardly surprising that music is so much a feature of the town and thus of the school. See the town, and the school, and the pupils walking up the long hill from the one to the



other bearing their instrument cases, and all at once the magnificent choirs and bands which come from this place to grace the concert platforms of the south seem all at once quite proper and natural.

A look round the school confirms that music making here is no elitist activity. I watched a mixed-ability second-year class singing with skill and lack of self-consciousness, and I saw some older children - just at what some would think the wrong age for school music lessons - grappling with a classroom instrumental arrangement.

"Which are we doing, Michelle?"

The Schools Proms take place in November but the 20 regional traditions begin in March 1983. They are open to the public and entry is free. Most of them last all day from about 10 am to about 6 pm and the venues are as follows:

London: Tuesday, 1 March St John's South Square; Wednesday, 2 March City Hall; Aberystwyth: Thursday, 3 March Gwyn Hall; Argyll: Saturday, 5 March S.E. Derbyshire College; Derby: Sunday, 6 March Congregational Church; Southampton: Monday, 7 March Guildhall; Guildford: Tuesday, 8 March The Dome; Exeter: Friday, 11 March St George's Hall; Glasgow: Friday, 11 March The Mitchell Theatre; Edinburgh: Saturday, 12 March The Riddery School; Newcastle: Sunday, 12 March College of Music; Nottingham: Sunday, 13 March Kenwood Boys' School; Pease: Saturday, 19 March The City Hall; Leeds: Sunday, 20 March The City Hall; Manchester: Sunday, 20 March Royal Northern College of Music; Birmingham: Monday, 21 March Town Hall; Norwich: Saturday, 26 March St Andrew's Blackfriars Hall; Colchester: Sunday, 27 March Colchester Institute.

The Schools Prom is sponsored by Commercial Union, Supplement and presented by Music for Youth, a non-profit-making company with charitable status in which the sponsors are joined by the Association of Music Industries.

Further details from the National Festival of Music for Youth, 10 Kings Road, London SW3 4AP, phone 01 830



## REVIEW

**Dream Babies. Child Care from Locke to Spock. By Christina Hardyment.**  
Jonathan Cape £9.95. 0224 01910 4

Bringing up babies by the book has been about as perplexing recently as Alice's game of croquet, where not only the balls but the hoops were on the move. You expect the babies to be mobile, but you don't expect so much leaping about among the basic ideas of what to do with them - nor for the central finishing-post, the upright and colourful Dr Spock, to change his mind about where he's going to stand. Christina Hardyment's excellent *Dream Babies* gives a much-needed new perspective on the whole matter by suggesting that not only has the advice given in child care books always been subject to the prevailing fashions and expediencies, and to the personal quirks of their authors, but also that the books have had a hand in provoking the anxieties they set out to quell.

If you had gone by the book only, anything you might think of doing with your baby could have been labelled harmful at some period or another. Dummies have been fair game; one alarmist wrote "the comforter has killed its tens of thousands of children", but even walks have "jurred children's spines", lops have "encouraged curvature of the spine" and the noxious habit of "mouth-breathing" has sent "streams of germs into direct impact on the delicate skin of the tonsils". As for hugging and kissing, imagination ran riot over the dangers: "Many a horrible case of disease has arisen through the indiscriminate kissing of babies by men in the park, who are paying attention to the nursemaid". This seems a timely warning, since lascivious stray men in the park probably deserve all they get - or don't get - but then James B Watson, who shared the responsibility with Truby King for the climate of child care throughout the thirties and early forties, was equally tightlipped about parental hugs: "Never hug and kiss them. Never let them sit in your lap. If you must, kiss them once on the forehead when they say goodnight. Shake hands with them in the morning." The aftermath of this upbringing still hangs in the air today.

Behind most of these apparently simple exhortations to do this or that (as so often with exhortations) are interesting subplots, and Hardyment hints at some and uncovers a few others. An averagely aware reader might spot the bogey of incest behind Watson's quote above: it wasn't disease which he was alarmed ferociously trying to keep at bay, or even really "spoiling", it was the unknackowledge Freudian spectre of unhealthy physical and emotional involvement. However, what the reader might not have known was how much Watson's own background contributed to his theories, which then grew to have such a formidable influence. His drunken father left his South Carolina home to go and live with two Indian women when Watson was at the crucial and vulnerable age of 13. Mother's



'Directed development' exercises by a professional enthusiast, Dr John Gibbon

## From Locke to Spock

Annette Kobak on the history of child care

attention might well have become threatening rather than supportive in these circumstances and he must have taken refuge gratefully later on in the new behaviourism, which saw all behaviour as conditioned reflexes, reversible by simple Pavlovian training, and not dictated by heredity or the fickle subconscious. Without in any way invalidating his advice, this kind of information does breed a healthy scepticism towards its supposed total objectivity. Likewise, it's useful to be reminded that Truby King started his career as superintendent of a New Zealand lunatic asylum or that Rousseau, the apostle of childhood and its values, abandoned his own five illegitimate children to founding hospitals.

The "dream babies" of the title are the manuals' projections of the kind of children their methods aim to produce. Even if the aim is apparently laudable, like "free, loving and independent children", the brief still hampers, by idealization, the parents' perception of the reality of the individual child. The nobly savage Rousseau babies, the little unfolding Piaget 10s, the clockwork Watson babies, the Jolly-babies, the Spock-marked babies, the brzenly marketed Truby King babies ("Truby King babies are fed four-hourly from birth, with few exceptions and they do not have any night feeds") are stamped out with their individual characters but with their creators' visions of them. Watson's almost Strangelove-type fantasizing (under the cloak of scientific objectivity) revealed how little sympathy or respect he had for the real nature of what he was dealing with: "The

world would be considerably better off if we were to stop having children for twenty years (except for experimental purposes [!]) and were then to start again with enough facts to do the job with some degree of skill and accuracy."

Fortunately, not all child care writers have been order-fanatics, and some of the most appealing have been enthusiastic amateurs like William Cobbett and the marvellous Mrs Sydney Frankenburg, who wrote out of an overflow of their own personal engagement with children, having enjoyed and respected them, and had a bit of fun along the way. (They are both overdue for reprinting.) They are imaginative, pragmatic and sometimes bossy, but they never create anxieties in their readers which they don't set about solving with gusto. They thought laterally before such things had been heard of: if a child habitually refused say carrots, whereas a psychologist might look into what was causing the rejection and a behaviourist might try to condition the child's response by rewards, these bon vivants would get the child to help plant carrots, watch them grow, dig them up, cook and hopefully eat them. Such an approach implies time, commitment and imagination, but it works.

*Dream Babies* gives plenty of food for thought about how many of our present "problems" with infants may have been caused by random sequences of history. For example, the invention of the pram in the 1850s meant a sudden physical distancing of parents or nurses from their charges, so more

thought had to be given to keeping babies content without human contact. Hardyment suggests that advice and contraptions (the kind of thing that became the modern baby bouncer) came in to "cover up the central hollowness, the mother's abdication". The bottles and patent baby foods arrived and only put another wedge physically between the baby and the parent - the babies had come in willy-nilly for some cuddling if they were breastfed - but led to other contraptions which an ordinary mother's knowledge could no longer sort out: germs could be harboured in a bottle (infant mortality was suddenly) and more air would get into the tummy, causing wind which would be expelled before the baby was expelled from the joggling of being carried about. So wind and obsessive attention to "formulas" and hygiene in feeding came to preoccupy mothers, and they needed more "expert" advice on how to cope with them.

At the same time as the pram Darwin's *Origin of the Species* had arrived on the scene and encouraged ambitious parents to accelerate nature's leisurely plan and aim at the speed evolution of their little piece of the species. So in a sense prams, bottles and the like were unwittingly landed us with a genetic style, helped enormously by baby content; well fed and winded, with IQ climbing. The surrounding social change beyond the scope of this book, have played their part in creating difficulties.

The book doesn't pick up recent works like Schaffer and Dunn, nor the more pragmatic fringes like Dr Janov, but it provides most readable baby book in years, and it turns the tables on the experts by asking wry and kindly look at them in their own influenced as they have been by nature and nurture.



Daily use by a great help with triplets

## A dangerous instability

Martin Fagg on the international use of force

**The Pursuit of Power Technology, Armed Force, and Society since AD 1000. By William H. McNeill.**  
Basil Blackwell £15.00. 0-631 13134 5

When the discrepancy between man's technological progress (prodigious) and his moral development (minimal: if not nil) breed the death of merely tens of thousands, the idea of war, albeit horrific, was still just psychologically containable - at least for those not directly imperilled. But now that "the quantum jump in human capacity to kill" - that has occurred since 1945 - enables him to slaughter tens of millions - and to slaughter those tens of millions, we are reassured, many thousands of times over - the obscene donkey-day actualities of nuclear war are as difficult to realize imaginatively as they are to consider rationally.

The total impersonality of nuclear war will be as eerie as the desolation it leaves behind it. As Professor McNeill writes: "socially achieves its highest expression in acts of heroism, self-sacrifice, and prowess. The bonds of solidarity among warriors are fierce and strong". However, the "technology of modern war" excludes almost all the elements of muscular heroism... that once found ex-

pression in hand-to-hand combat. The industrialization of war, scarcely more than a century old, has erased the old realities without altering ancient, inherited psychic attitudes for the collective exercise of force. This constitutes a dangerous instability.

He can say that again. However, Professor McNeill's prime concern is not to ponder the possibilities of nuclear holocaust but to trace the technological stages that have brought us so close to its threshold. This task he achieves with exhaustive but unobtrusive scholarship and a sustained narrative thrust that gives the grisly story he has to tell both firm coherence and high readability. The many, ministerial footnotes open up innumerable vistas of further reading for those with a specialist interest in particular periods.

Professor McNeill begins his survey with the Chinese and their long predominance from the millennium to 1500. No other nation has enjoyed so prolonged a paramountcy in weapon innovation and war expertise and to it may be attributed that Chinese conviction of superiority to all other peoples that persisted through her decadence and is perhaps stronger now than ever in her rejuvenescence.

Tracing parallel developments in weaponry and fortification during Europe's middle ages

and then on through the overwhelming multiplication of fire-power released by the Industrial Revolution, Professor McNeill finds, predictably, that superiority of weaponry, though usually the concomitant of military success, does not necessarily guarantee it. Crassness in command, incompetence in supply, tactical atrophy and strategic torpor, sluggish mobilization and inflexibility of response - all these can more than offset the premium bestowed by the most up-to-date and sophisticated weaponry. French troops in 1870 wielded the marvellous *chassepôt* rifle, greatly superior to its Prussian equivalent; but it availed them little in face of German speed of supply and deployment and the stoic tardiness of their own generals' reactions. The French army also possessed the highly ingenious and precocious proto-machine-gun, the *mitrailleuse*, but such was the police-corps' distrust of such new-fangledery that it could not even bother to work out the most elementary effective ways of using it.

In explaining the complex symbiosis between national governments and international arms manufacturers, the author alerts the reader to the peril of over-simplified moral judgments. Their apparent preparedness to sell anything to anyone at any time has made arms merchants everyone's favourite bogymen, but is seen here as essential to their remaining in business. For every Vickers, Armstrong, Schneider, Credson, Krupp and Whitworth - who make bombs in every sense - there are numerous rivals bankrupted along the road by cash-flow problems. To finance really pioneering weapons (quite as costly a

process relatively in previous centuries as our own) which a commissioning government might then reject has always obliged enterprising manufacturers to rely on a global market for their death-dealing goods. Few armaments kings seem to have been very interested in amassing money for its own sake: they have simply engineering enthusiasts, zealous of the point of fanaticism; and some, like Tom Vickers, were so single-minded that "wealth, ownership, and the trappings of property meant little or nothing".

Sometimes a putridian distaste for the hard-sell ploys of bourgeois business was combined with technical ignorance to delay brilliant invention. A classic instance is Edwardian Admiralty's ultimate rejection of A J H Pollen's device to ensnare "torpedo-aiming" long range even from a moving ship. Turned down in favour of the hopelessly inferior device produced by the arrival of a mere £100,000 and which would have cost a mere £100,000 and might have been sea-battles, Finland, might have been a triumph instead of a bad day. Pollen even had a contract guaranteeing that sum plus handsome royalties, but Admiralty seems to have had little contact in first denying the contract and then, compounding the injury by stealing the bits of his design when substituting their own. Professor McNeill's book digests and synthesises a vast amount of valuable information and deserves a wide readership both for the richness of its texture and the clarity of its exposition.

## ARTS

## Snap, crackle and pop

E C Wragg tunes in to breakfast television

With the arrival of breakfast television Britain will never be quite the same again. What was once a sacred period, when a slumbering nation jolted into something approaching life, the one time when it was possible to be un-everything: un-rumpled, unshaven, unwashed, un-groomed, prime time for slobs, has been transformed by a collection of engaging small-screen performers.

I love both channels. The news battle has been firmly won by TV-AM with crisp stories, credible front people like Robert Kee and Angela Ripston, and impressive scoops like the live dialogue between senior Egyptian and Israeli diplomats, broadcast before our bleary eyes. *First-eyes* TES readers might even have spotted former TES news editor, black-bearded Stephen Cohen, at the front desk of the vast newsroom.

Breakfast time on BBC on the other hand has had, for me, the more interesting features, and its eclectic style, helped enormously by the lived-in face of Frank Bough, the El Supremo of relaxed presentation, is less likely to cause indigestion.

The book doesn't pick up recent works like Schaffer and Dunn, nor the more pragmatic fringes like Dr Janov, but it provides most readable baby book in years, and it turns the tables on the experts by asking wry and kindly look at them in their own influenced as they have been by nature and nurture.

## Dance roots

It could be the Year of Grass Roots Dance: not only is the Arts Council planning to push more money towards the small dance companies, and at every level public interest seems insatiable. A few examples make the point. Walton School in Peterborough, for example, is the most recent centre for an Arts Council Dance Artist in Education residency which reaches beyond the school into the surrounding community. Extracurricular Dance Theatre are there for a month, the most such residency in the area.

The Dance Artist in Education scheme has been operating since 1980 and has exerted a growing influence in schools through its residencies. On this occasion Walton School has been particularly impressive, relating the work of many departments to the Company of Dancers, to art and music which is providing practical help to the company. Out of school hours the company provides not only performing arts for the surrounding area, but also classes in a range of art techniques.

Extracurricular have been doing this sort of thing for a while. New to the scene, and very welcome, is the London Contemporary Dance Exchange which showed itself to the end of January. This national wing of London Contemporary Dance Theatre goes not only to schools but to small stages where the parent company cannot

reach, rather like Ballet for All did for the Royal Ballet. Its workshops and classes adapt to young bodies the Graham structure of a class from floorwork to standing and moving across a room, but the most striking element is the contribution of Maggie White, one of its leading members. She has a special ability to reach the 6 to 11-year-olds, 1 to 16-years and 16 upwards who are the company's special target. *Goal* is an example, a football match created by boys in the audience, then turned into dance. Definitely worth booking from The Place, 17 Dukes Road, London WC1.

Also touring with a programme of workshops and programmes are Mantis from London and Jumpers from Wales. Both have appeared at The Place during the last fortnight. Mantis as part of an imaginative series of events stretching into May, called London Dance '83. Full marks to the Greater London Arts Association which has done the organizing and dreamed up the idea.

The two companies are attractively professional in presentation, are small enough in numbers to be hired by colleges as well as theatres, and both have a range of interesting new work. Mantis is doing a visual element which reflects the special concern of its director, Michèle Berges.

In South-East London the Laban Centre for Movement and Dance has added a new complex of nine studios, seminar rooms and library to its existing buildings, making it the largest centre of its kind in Europe. The expansion includes a permanent studio theatre where it can present its programmes of pre-

dominantly American artists. Last week Marta Renzi and Dancers, made their UK debut after a New York success which the Laban appearance fully justified. From London the group move on to the Avignon Festival.

At Laban, too, the Centre is adding a two year part-time course to its existing one year full-time course in Community Dance and Movement. These courses are aimed at physical educationists and community workers as well as those with dance experience, all of whom are needed in their own way to help the expanding grass roots dance interest.

Peter Brinson

## Beginner's luck

South Glamorgan come under S or G? registering for courses, meeting lecturers, studying reading lists, making a few friends and surviving the Freshers' Fair with everyone from Barclay's Bank to the University Gaysoc pulling out all the stops takes up their first few days.

Things are particularly difficult for Gillian Wake, a blind student newly arrived in Liverpool to read sociology. Not only does the radiator in her room not work, she finds unexpected problems locating the doors in all those glass-fronted buildings and working out her timetable from the typewritten sheets posted in corridors. But at least she is in Liverpool, close to the Anfield Football Ground where, immersed in the Kop and despite her handicap, she finds a closeness and companionship which even hugger-mugger student life cannot match.

For the majority of her fellow-freshers, however, the University and its ubiquitous Students' Union provides, for those first few days at least, everything they can possibly want - bus-trips round Liverpool ("This must be Toxteth", discos, parties and faculty initiated ceremonies). There is even a Union van to collect luggage from Lime Street station.

For anyone who has been through them, the film is a convincing account of those hectic first few days. For would-be students it'll be a useful eye-opener. Cutting together scenes of the University choir rehearsing Mozart, the first meeting of the ballroom-dancing club and a karate class, it conveys exactly the hectic struggle to get in the swim and be as much a part of things as everyone else already seems to be.

Hugh David

## Real and imagined

While pantomime still frolics in most of the main city theatres, studio venues in the West Midlands have been giving space to work from young people.

At the Venue in Coventry, director Ivan Benjamin helped the Belgrade Youth Theatre Company to devise *Skaflocks* for an all-coloured cast. Beginning as a simple protest piece about the problems of discrimination it introduced an interesting surrealist touch with the shiny white face masks which made "the white people all look alike", and abandoned realism altogether for a dramatic final scene, strongly handled by the young cast, depicting the birth of some hideous progeny, born of prejudice and hate, which stalked the world unhindered, and heedless of the puny cries of men.

In Birmingham, Ray Speakman and Derek Nicholls' production for the Birmingham Youth Theatre, *The Rough Edge*, looks at teenage "lossers", a homeless, jobless, drifting minority which accumulated weight of misery and despair is taking them, at ever increasing speed, to the bottom. Scripted for a cast of 26, it suffers in the early stages from the need to give everyone a role in the action. But the second half comes into sharper focus by concentrating on the issue of just how unlovable the have-nots can be, how irritation sets in, even among

their own age group and would-be friends, and how they require an infinite capacity to care. The play gets a second run at the Midlands Arts Centre from March 7-12.

Character building is also the theme of some of director Geoff Hannan's drama workshops for school, college and youth theatre students, at The Triangle in Aston where he was in residence recently. Through a series of acting "games" he gets students to identify facets of their own character, and project them to an exaggerated level before reducing them again to a more naturalistic shape for performance. Acting skills can be seen emerging but they're not Hannan's sole motive. "Self-awareness is also valuable for its own sake," he explains, "making us bring to the conscious level things in us which are largely unconscious and so, in the safe context of drama, stop and question our own behaviour".

Birmingham Rep are mounting special workshops for O and A level students during their run of Pinter's *The Caretaker*, on February 17, 24, and March 3, 10, at 2.30pm. After an initial discussion of the play students will break into groups with cast and director and participate in short scenes. Tickets £2.00.

Ann FitzGerald

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## In all quarters

Tempo: An English course for schools. By Maurice P Mason and Brian Bamber.  
Oxford University Press. Tempo 1 Student's book 019 433670 0. Teacher's book 433671 9. Tempo 2 Student's book 433675 1. Teacher's book 433676 X. Tempo 3 Student's book 433680 8. Teacher's book 433681 6. Student's books £2.40 each. Teacher's books £3.50 each.

Tempo is a new EFL course for 11 to 15-year-olds learning English in their own countries. A teacher approaching any language course wants to know: Is the language well graded? Is there enough practice for the learners to master the language taught? Is the use of language realistic? Are all four language skills developed - listening, speaking, reading and writing? Is it interesting and attractive, both to learners and to teachers? What are the answers in the case of Tempo?

To the first question, a firm "Yes". This course has a carefully graded structural progression. The emphasis shifts, too, from control of structure, which is all-important at beginners and elementary level, to a more varied approach in the later stages. Regular revision units help to consolidate learning.

The amount of practice provided is less satisfactory. Here an opportunity seems to have been missed. The teacher's books could have sug-

gested further practice to ensure mastery of the language taught. In fact, after a useful short introduction, they are largely confined to methods of using the material in the student's books. The guidance given is aimed at inexperienced teachers and is clear and helpful. But it is inexperienced teachers who need ideas of what else to do, and these are lacking.

The language presented is realistic enough, after the minor hiccup in the first lesson where the teacher is advised to feign amnesia, saying "Am I Kenzo?". But learners could have been given more experience of language being used for a variety of purposes. And even in the early stages, learners could relate English not only to the characters in the book but also to situations familiar to them.

One of the strengths of the course is its orderly arrangement, with each unit divided into: A - oral presentation and practice, B - reading, C - writing, and D - varied approaches. (Though after three years, both learners and teachers might be finding this a bit monotonous: it's Wednesday, it must be writing; But it is disappointing that the writers don't really give value to listening and reading as skills. The learner listens to the teacher, of course, as new language is presented orally, but as far as one can tell from the books, the taped material consists entirely of material printed in the

student's book. So the learner is given no experience of understanding native speakers through listening. Similarly, much of the material is aimed at students to read in the English speakers reading English. This is particularly disappointing in the case of the first book, which is clear that the writer has thought about sub-skills involved in reading their splendid exercises in book on understanding the reference, pronouns and on working out meanings of unknown words from context. The reading material in the book consists of a banal adventure story, in which two episodes involving four teenagers spread over five units. Neither students nor teachers will follow that with much interest.

This is a pity because, in other ways, Tempo is an interesting course. The books are attractive, laid out though there is a difference in style between the two and the rather busy line-drawings inside. They are sturdy bound, open flat without straining the spines, so the books themselves last. And this is good because, despite some missed opportunities, Tempo's sound organization, attention to all four language skills and varied activities make it a useful EFL course.

Clare Fitch

## Beginners, please!

Start Here. By Janet Hooker and Hilary Smith.  
Mary Gingsow. Student's Workbook £1.50. 86158 131 8. Teacher's Guide £1.50. 86158 1342. Cassettes £5.00 + VAT

There is precious little material for young beginners on vacation courses, a lack that often leads to false starts, and resultant frustration all round. Start Here, designed for 10-13-year-olds, combines very clear presentation with a controlled progression of structures and ample opportunity to practise them.

The accompanying tape provides reinforcement through a number of different voices; although it is often necessary for the teacher to control the time lapse between "Listen - Repeat", the pauses being rather short.

The nature of the vacation course being what it is: it often falls to the less experienced to "look after the youngsters". The teacher's guide is invaluable as a source of games and



diversions as well as instilling good teaching technique. However, both the new and the experienced will undoubtedly appreciate the "Handwriting" section at the back of the book, aimed at those not familiar with the Roman script - recognition of, and action on a serious problem at last. These exercises may be photocopied for classroom use or as homework - assuming there is access to a copier.

The student's book, if it is to be kept, has ample room for completing written exercises, thus providing

a record of the work completed as a source of reference later.

On a more negative note, the appropriateness of the vocabulary is somewhat doubtful. Although the topics ... are those which experience has shown are of interest to heavy reliance for structure teaching on "the mouse", "the parrot", "the cat" and so on is not suitable for today's sophisticated 12 to 13 year olds. The brighter student will also find so much reinforcement of the exercises rather tedious.

The more independent work at the end of the book, such as the inclusion of a whole page on social situations such as "making phone calls or using the transport and amenities" (which are the importance of sport on vacation courses should not be neglected) is able to provide a useful and interesting context for, for example, the exercises on the local population.

Start Here does fill a gap. It is a good beginning. Let's have more of the same!

Wilma Young

## Classroom models

The English Teacher's Handbook. By R V White.  
Harrap £1.50. 0 245 53927 1.  
Using the Overhead Projector. By J R H Jones.  
Heinemann Educational £2.95. 0 435 28972 1.

R V White's *The English Teacher's Handbook* is the latest in what has been in the last few years a steady stream of introductory guides to the teaching of English as a foreign language. The distinguishing features of this particular volume are its brevity and simplicity and these are presumably intended to be its main selling points.

According to the preface, the book is intended "as a simple introduction for teachers who are unfamiliar with the field". The notes on the back cover, however, see it as providing sensible, useful advice for trainee teachers, and more experienced teachers of EFL. A teacher is unlikely to learn much from its pages but as a concise introduction for trainees and teachers moving to EFL from another discipline, the book has much to recommend it. It presents a brief overview of previous approaches to the

teaching of EFL and follows this with a longer section on what the author terms "current preoccupations". These include the recognition in language learning of different kinds of meaning (referential, notion and functional), and of the concept of linguistic appropriacy, the use of authentic materials, and methodological concerns such as information gap and improvisation. The initiated will find this discussion clear and admirably simplified but I feel the intended readership might appreciate a more conscious distinction between matters of content and matters of methodology.

The section on "current practice" focuses mainly on the teaching of the four skills - listening, speaking, reading and writing - with additional coverage of vocabulary teaching and testing. The three remaining sections discuss questions of organization and management (where I find it odd that "grammar" is treated as a topic parallel to "lesson planning" and "classroom management"), audio-visual aids and the use of dictionaries. Ultimately, perhaps, the book's main merit is its lucid and general procedures but in the cause of conciseness omits fully worked-out examples to illus-

trate the integration into a lesson of all the various aspects of language teaching which he categorizes as "current preoccupations". I think, have provided the reader with a new to EFL with a most useful model of good classroom practice.

Another down-to-earth introduction is *Using the Overhead Projector* by J R H Jones. The eighth in the Heinemann series in which each volume teaches an aspect of language teaching, it is a most useful reference work. As you would expect, it contains much useful information about the preparation and use of overheads, and the use of the projector. The ideas are, on the whole, practical and useful. I was particularly struck by the author's suggestion to see the author's own use of the projector in a textbook. Much of the value of visual aids is in the preparation of visual aids. It is a good idea, for example, to prepare hours copying illustrations to appear in a textbook. Much of the value of visual aids is in the preparation of visual aids. It is a good idea, for example, to prepare hours copying illustrations to appear in a textbook. Much of the value of visual aids is in the preparation of visual aids. It is a good idea, for example, to prepare hours copying illustrations to appear in a textbook.

Mike Beattie

## Loneliness of the long-distance learner

Susan Norman on a correspondence course for EFL teachers

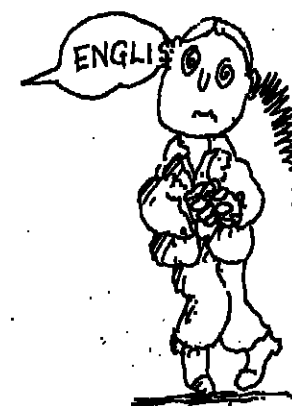
No one's very happy with the name. "The International House Royal Society of Arts Further Education Certificate in the Teaching of English as a Foreign Language for Adults Correspondence Course" is a mouthful by anyone's standards and it still does not manage to convey the special nature of the course. It is a one-year teacher training course by correspondence which is specifically designed to prepare teachers for the RSA Certificate examination held each June. One of the conditions for sitting the exam, apart from having "substantial" TEFL experience, holding a degree or teaching certificate and being over 21, is that candidates must have followed an approved course of study. The RSA, quite rightly, have strict requirements for accrediting courses, with the result that, although there are recognized courses abroad, they are not necessarily conveniently placed for all prospective candidates. As John Haycraft, co-founder and Director General of International House, says, "The system has always penalized people for teaching abroad." And abroad, after all, is where a lot of foreigners hang out.

The course was originally one of John Haycraft's many brainchildren in 1979. The following year the idea was picked up by others at IH London and Jim Lowe, now the Correspondence Course Director, started writing materials. By July 1981, 16 units were written and the first course was underway with 20 teachers from 11 affiliated schools in Spain, Italy and Portugal. The course is now in its second pilot year and the 18 participants (from a possible 28 places) are all from IH or British Council Schools.

In fact, both courses have been filled, but prospective candidates have to undergo a stringent screening process which results in about a third of the applicants being rejected. The rigorous pruning has paid dividends though. The exam pass rate for the course last year was 80 per cent (16 straight passes with three candidates referred in the practical section and the other, according to RSA files, "not yet determined"). Compared to the average pass rate in this exam of 50 per cent and even, they're not doing badly. And you'll note that there wasn't a single dropout.

The correspondence part of the course is made up of eight units sent out to participants from October to May. Each unit consists of a book and a cassette prepared by Tim Lowe and a team of occasional writers, who are all teachers at IH London. Each unit covers one or more areas of the RSA syllabus, but it is not a modular course. Tim Lowe stresses that it is "linear and cyclical" in the best EFL traditions, and "builds from practical foundations to a fairly sophisticated theoretical level". While the course is in its pilot stage, it is being revised each year to take account of problems and the comments candidates are encouraged to send in at the end of each unit. One factor which did emerge in the first year was that candidates were spending up to twice as long as the recommended six to seven hours per week on the written tasks and essays and the necessary background reading. Apart from other improvements, the course is being slightly pruned for future years.

What makes this course special in Tim Lowe's view is the high level of practical work which is possible in a "correspondence" course (hence, in part, the dissatisfaction with the name) and the "true integration of theoretical and practical considerations" which he thinks is lacking elsewhere.



The practical element is achieved through a compulsory two-week orientation course at IH London in July or August. This introduces participants to certain linguistic and methodological considerations, but more importantly it trains them in study skills necessary for long-distance learning. The lynchpin of the course (though is the system of local supervisors. At present each local supervisor is an IH Director of Studies or teacher trainer of proven calibre who is familiar with the assessment procedures. Their job is to supervise and help the candi-

dates' practical teaching by sitting in informally as often as is necessary as well as carrying out three official TP assessments. They are also expected to arrange tutorials and seminars to encourage discussion of issues relevant to the course (an unexpected benefit, incidentally, has been the improved staff relations in participating schools which extends even to non-participating teachers). It is the local supervisors who make the whole scheme possible and it is they who are potentially the weakest link in the chain, particularly when, as is planned for the next course beginning this July, the course is made available to teachers outside the IH/BC network. From a purely financial point of view, up to now, the initial briefing session for supervisors in London has been linked to the IH Directors of Studies Conference and their supervision of candidates has been viewed as part of their overall responsibility as IH staff. Are other organizations going to be as generous with their time and money?

Speaking of finance - the course will cost participants this year £410 (still very reasonable considering that the IH charge for an eight-week full-time RSA Cert TEFL course is £400) which includes all materials and tuition costs. On top of this participants (or their sponsors) have to find their fares and the price of accommodation in London for the orientation course, plus the RSA examination fees (currently £66) - and if they are really off the beaten track, the cost of flying out an RSA examiner if one is not locally available. Many candidates will think this money well spent when they consider how many employers now require the RSA qualification. And they don't have many alternatives. IH are not likely to have too much competition in this field. How many other organizations (apart from the British Council, and they've thrown in their lot with the IH scheme) have the necessary international network, the experience in teacher training and the wide range of adult students on tap? IH now has 39 affiliated schools from Buenos Aires to Singapore, and some thousand or more teacher trainees pass through its doors in Piccadilly each year. And the cost of setting up a scheme like this is not to be sniffed at either.

Although the scheme is still in its probationary period, everyone seems well satisfied with it. The results are well above average; IH are clearly delighted with its success; Hazel Orchard, the RSA's Senior Secretary for Teacher Training and

Language, shivered as she spoke of it, but only because she was in the frozen north of England - her words were warm enough; and the report by Hilary Rees-Parnell, appointed by the RSA as an independent external assessor, contains not a word of criticism. Everyone is aware that the scheme is fraught with potential problems - the vagaries of the post, the loneliness of the long-distance learner, the difficulty of supervising supervisors - but so far the course team have taken all these in their stride and are, cautiously, preparing for the next step. However, even though "the RSA have applied a more rigorous monitoring process to the Correspondence Course than to other RSA Cert TEFL courses" (I quote from Ms Rees-Parnell), they will not allow it to compete on an equal footing in the open market. It may only be offered to candidates abroad who would otherwise be unable to follow an approved course. According to Brian Bettaney, the RSA's Assistant for Teacher Training, if four or five people in the same area wanted to follow a course, a local centre would be expected to set one up - despite the RSA's demanding requirements and the not inconsiderable expertise and finance needed. There are quite a number of people in Britain too who for personal or professional reasons would find it difficult to follow an existing course for whom the Correspondence Course might be a feasible alternative. When I raised this possibility Brian Bettaney could only repeat the RSA Board's official view and Tim Lowe declined to comment. IH obviously want to

improve their walking pace before they set off at a run, but presumably they have some hefty costs to cover and opening up the market would be in everyone's interests.

I have no first hand experience of the correspondence course and I should have liked to talk to a participant to get a view from the other side, but the materials I have seen certainly lived up to my expectations. Like so much in EFL, the course is an interesting blend of innovative curriculum design and sound commercial considerations. Money isn't necessarily a dirty word, though, and while the rest of the educational world is tightening its belt, EFL is once again breaking new ground.

The most exciting thing from my point of view is that despite the long-distance nature of the course, it is firmly located in the classroom and develops in conjunction with the teacher's daily practice. This is what all teacher training should be doing but so often is not. This, of course, reflects the practical element in the examination - for which the RSA are to be commended. Since teachers (and teacher trainers) in the best of circumstances can only provide a situation in which learning can take place, perhaps this course is a logical step working on the principle that the responsibility for learning lies with the learner. But can the motivation really be sustained at long distance over a period of time. Is the teacher presence really that dispensable? It will be interesting to see whether the momentum continues once the initial euphoria has worn off.

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EXTRA

# Read, mark, speak and inwardly digest

R R Jordan on study skills

The post-Second World War era has seen a number of changes in the teaching of English as a foreign language, but probably most of them have taken place during the last 15 years. There has been a general trend towards putting more emphasis on the spoken language and, more recently, on the use of authentic materials, particularly in relation to functional language teaching. Coupled with this trend has been a growing awareness of the need to investigate and cater for the actual language needs of the learner.

One of the developments has been in the growth of English for Specific Purposes (ESP), allied with attempts to provide tailor-made courses with materials highly relevant to the learner's needs. One of the branches of ESP is English for Academic Purposes (EAP), often referred to as Study Skills.

There is, of course, nothing new about study skills in the general academic context: students often make use of them in their mother tongue. However, it is in their application to EFL teaching that considerable progress has been made since 1970. It is pertinent here to ask: what exactly are study skills? This is best answered by looking at the study context or activity and then analysing which study skills are needed for it.

If we start with lectures, we can see that students need to listen and understand, take notes and perhaps ask questions for clarification or information. In seminars or discussions students need to listen and take notes, ask questions, state their views (agreement and disagreement), and perhaps initiate comments, with or without the benefit of notes. For students' private study they need to be able to use a library and reference material efficiently. This involves using a library cata-

logue, finding information, and often using a dictionary - all as quickly as possible. In addition, they need to read efficiently, which means skimming, scanning and taking notes. For essays, reports, dissertations and theses, students need to structure their writing appropriately and to be able to write continuously in an academic style. Finally, for examinations, students must be able to analyse the questions, select the necessary information from their memories, organize the answers and to write quickly in a given period of time.

From this summary of study skills it may be surmised that the conventional distinction of the language skills of listening, speaking, reading and writing, into receptive and productive skills, becomes blurred. In fact, a study skills approach to language teaching involves integrating the language skills. Thus, the study skill of listening and note-taking in lectures necessitates the use of the receptive language skill of listening combined with the productive skill of writing. Similarly, giving a paper in a seminar involves initial reading books and articles, writing notes, reading the notes and speaking. It may also involve listening to comments and questions after the talk and trying to answer them.

There are three main reasons why a study skills approach has been adopted on English language courses in a number of educational institutions, especially in some British colleges and universities such as the Universities of Lancaster, Leeds and Manchester. Firstly, there is the growing realization that not all overseas students have, in fact, an ability in their mother tongue to use study skills for academic purposes. For example, in some countries, and in some languages, students have not developed any system for taking

notes while listening to lectures. In other countries the cultural traditions forbid the asking of questions of persons in authority. In addition, students whose mother tongue is not Latinate probably have difficulty in using an English dictionary efficiently.

The second reason is an awareness that study skills in themselves can provide a sense of purpose to language practice. A student who knows that he must study through the medium of English is likely to be reasonably well motivated by language practice that involves the use of the same study skills that he will need for his studies. The third reason is the common thread that study skills provide for students from a variety of backgrounds who are or will be studying a variety of

order to sustain the initial motivation of the study skills approach. If the subject-matter is highly specific to one academic discipline only, then obviously that will become an ESP course. But if the students are from mixed disciplines, there are at least three themes that may be adopted.

The most neutral theme is that of study skills themselves. In other words, each unit of material is concerned with explaining, exemplifying and advising on a particular skill. For example, students may be asked to listen to a taped talk which is of the difficulties of understanding spoken English and of note-taking. At the same time, they may have to take notes on a guided note-taking sheet which contains a number of language cues from the talk. When the sheet is completed, the students have a summary of the talk. Although this approach is generally satisfactory, it is possible that it may become rather dull after a while.

Another possible theme, suitable for students attending study skills courses in Britain, is information about the country itself. This can be very informative for the students and may contain a mixture of material about institutions, customs, traditions, way of life, etc. A disadvantage is that the nature of the topics tends to preclude discussion or different points of view.

A third theme may be issues of international importance: these may include such topics as poverty, energy and power, pollution, disarmament, etc. These do allow for a variety of points of view but there is a tendency for them to be topical with the consequence that students may be familiar with them and thus bored by them.

There is mounting evidence of the need for study skills courses. In



subjects through English. All the students, for example, can practise note-taking together, as long as general language ability is taken into consideration and a note-taking system is explained. Clearly, the subject-matter of the study skills practice material can be important. It is essential that it is of interest to as many students as possible in

fact little stylistic variation. Judging by the initials in the transcripts, many of the interviews were conducted by one of the authors. If that is the case, one might quibble as to whether they are truly authentic. The language appears to be pretty spontaneous, though, and certainly contains a plentiful range of performance variables. The interviews are nearly all long, but are only occasionally divided by the authors into sections.

The main function of the seventh assignment in each unit is to give the learner rather more overt practice in examination technique. This may be an exercise in grammatical manipulation, a vocabulary test, or a set of multiple choice questions on one of the reading texts or the interview. Every fourth unit also has a photograph of the kind used in oral examinations.

I have two main criticisms of *Assignments Advanced*. The first is that it has no clearly defined teaching strategies. In a course which claims to develop study skills, for example, I would expect some attempt to familiarize the learner with different types of reading skill and to provide appropriate texts and exercises to practise them. I would also expect some guidance on note-

taking from written and spoken sources and on how to collate these notes into a piece of writing. Secondly, the writers rely heavily on the topics to stimulate



student interest. To increase the chances of success, a course needs to provide activities which motivate learners in themselves. *Assignments Advanced* does not attempt to do this, but rather instructs to read, listen or discuss to no particular purpose.

Mike Beaumont

## Among contributors to the Extra:

R R Jordan is lecturer in Education and Tutor in English to overseas students, Department of Education, University of Manchester. Mike Beaumont and Paul Barry teach in the English Language Unit in the Department of Adult and Higher Education, University of Manchester. Donald Hayes is Head of the Department of Language and Literature, Polytechnic of North London. Susan Norman is the author of several EFL books, including *The Business English* (Longman). Paddy Bostock is a lecturer at the Polytechnic of Central London. Vivien Barr and Clare Fletcher teach at Harrow College of Further Education. Ray Arthur is the Director of ARELS.

More EFL reviews appear on page 29

EXTRA

# Icing the cake

**Streamline English: Destinations.** By Bernard Hartley and Peter Viney. Teacher's edition £5.00 19 432242 4. Pupil's edition £2.95 432242 6. Workbook A £1.25 432237 8. Workbook B £1.25 432238 6. Cassettes £8.00 plus VAT for three. Oxford University Press.

**Crossroads.** By Michael Hinton and Robert Marsden. Pupil's edition £2.75 17 555402 1. Cassettes £18.00 plus VAT for three. Teacher's edition to be published in April. Nelson.

**Springboard 1.** By R Boardman and Sio Di Giallombardo. Teacher's edition £2.95 19 432971 2. Pupil's edition £2.95 19 432970 4. Cassettes £12.00 plus VAT for two classroom tapes. £6.00 plus VAT for pupils.

**Oxford University Press English for Life 1. People and Places.** By V J Cook and F Chambers. Teacher's Guide £1.50 08 024606 0. Pupil's book £2.25 08 024564 1. Workbook £1.50 08 027231 2. Set including cassette £6.00. Pergamon.

**Crossroads and Destinations** are both courses designed for intermediate level learners, the former for students who may or may not be taking Cambridge First Certificate; the latter for students without such aims. *Destinations* follows on from two others in the *Streamline* series, and owes much of its format characteristics to them: approach courses. "direct method" and the family of "direct method" approaches. *Crossroads* belongs to the examination course genre but has not been as completely swamped by examination "backwash" as earlier paper-based textbooks. In offering a higher percentage of teaching than testing material it provides a welcome alternative.

*Destinations* is a more lavish set of materials. While both courses have teacher's and pupil's editions, *Destinations* has more tapes, and a workbook and is a showcase for almost every form of visual known to ELT. On balance, unfortunately, the function of the visuals here is to ice the language learning cake rather than to work as an essential ingredient within it. By contrast, the more modestly-monochrome visuals in *Crossroads* are better value for money, for they lead to far more language. The format of the *Destinations* teacher's edition, teaching notes intercalated with pupil's material, is more convenient for teachers than the two book format of *Crossroads*. The point size of the *Destinations* notes is, however, less convenient for a quick reference by the working teacher.

Established routines underpin what happens in much of the 80 lesson *Destinations*; teachers might, however, find it frustrating not to know why the routines are adhered to. The following skills cycle is fairly standard: (1) listening (texts masked) (2) silent reading (same text) (3) comprehension questions (4) pairwork (ie reading the dialogue aloud). The teacher finds in the introduction that the writers' first principle is the maxim that people learn to do something by doing it. To listen by listening, etc. but the first principle seems contradicted by the standard practice, for reading, in fact, learn to listen by speaking, and vice versa, and to learn by listening. No further rationalization is given of an approach which seems designed to ensure that the learner's receptive skills develop in only an (undesirable) state of interdependence.

The five regularly occurring components in each of *Crossroads*'s 18 units give it greater immediate coherence. Component titles reflect a promising approach to skills training. The variety of approaches to skills discussed in general terms is stimulating, apparently a move away from standard "reading, comprehension, grammar, writing, speaking, listening" practice. The weakness of the course is, however, the absence of any explicit exemplification based

on the texts in the book. Learners are, therefore, likely to find themselves doing a reading comprehension test in the supplied test format, unless their teachers are very enterprising. On listening, disappointingly, this is virtually all the writers suggest. On grammar, a determined effort is made to deal with two part verbs. There is, however, often too much direct exposition on aspects of grammar, and too little teacher guidance either through exercises, or suggestions in the teacher's notes.

*Springboard* and *People and Places* are, respectively, coursebooks for "young intermediate learners or false beginners" and for "complete beginners or false beginners". *Springboard* is more attractively composed and illustrated and the accuracy of its editing contrasts sharply with the recurrent inaccuracies, particularly in cross-referencing, of *People and Places*. Of the four courses under review, *Springboard* provides the most complete methodological rationale for the teacher. Although reading at times rather like extracts from an applied linguistics course, the introductory exposition makes many basic insights on language learning, in particular skills acquisition, available to teachers. Appendix C, a basic language teaching library, offers the teacher the chance to follow up less obvious terminological distinctions set up by statements such as, "The tasks involve contextualized listening, meaningful speaking, and purposeful reading and writing."

When the theory is put into practice not all is so convincing. It was surprising to learn that the three main constituent elements of narrative are the use of third person verbs, substitution of deictic terms, and use of performative verbs, and that these skills are to be "got" by activities such as turning first person into third person language, and direct speech into indirect speech. It was also surprising that the writers considered their list of over 170 performative verbs (eg *imply, infer, concede*) would be useful to students at this level when writing narratives. The actual lesson notes themselves are, however, detailed and sharply focused on skills development. For example, in the receptive area, "pre-", "while", and "post"-activities are consistently suggested. Despite uncertainties at times on what is a "pre-" and "while" activity, or what a "global" task is, the writers adhere to their basic principles and involve the learner in contextualized, meaningful and purposeful language experience.

"Functions and Interactions" are the principal organizing category of *People and Places*. They are the writer's main concern and probably the learner's, once he encounters words like "Requesting", "Acknowledging", "Replying" and "Thanking" printed in blue capitals as the title of a section. The material presents the learner with a bewildering range of language forms for the "functions" which make up the "interactions" - a problem which neither the grammar exercises nor the workbook can really solve. The approach to receptive and productive skills has the same shortcomings as *Destinations*. The writer's view on this part of language learning is less well-defined than on the content aspect and is contained in his description of teaching techniques as "rather like a substitution table" or "... a structure drill" and "dialogue strips" to be "handled in any of the usual ways." The much-discussed limitations of such teaching techniques are in no way lessened by the reorganization of the language content - in fact they are probably increased. Nevertheless, the material is novel in other ways, particularly in its approach to learner involvement and will be of interest to those concerned with the development of functional materials.

Paul Barry

Paul Barry works in the English Language Unit in the Department of Adult and Higher Education at the University of Manchester.

# The pen of my aunt...

This is the season in France for the mailing of glossy catalogues inciting parents to let their children "participer". Start an apprenticeship in the language of Shakespeare. Come to London "overflowing with historical monuments and offering an exciting cultural life". Herfordshire (sic) is for parents who prefer "calm and open air" for their children. The East Meadlands (re-sic) lets you follow in the footsteps of Robin des Bois. Lord Byron, D H Lawrence, Oxford "is a snob" offering the opportunity to learn in the company of "la fine fleur intellectuelle" of Britain.

English remains by far and away the most sought after modern language for the French. In secondary schools it is chosen by 83 per cent of pupils, compared with 13.6 per cent for German, 3 per cent for Italian and 2 per cent for Spanish.

The holiday schemes are a logical extension and big business for which both English and French based organizations compete - often with the same dismal assortment of howler hats, union jacks and cut out guardians. Sending children on language holidays is very much part of the life of the French middle class.

The reputable private English organizations apply for recognition by the British Council, under the FELCO scheme. There is nothing similar in France, though the bad reputation of some French schemes had led 24 of the better organizations to form UNOSEL (Union Nationale des Organisations de

Sejours Linguistiques, 69 Ave du Maine, 75014 Paris) which does promise that they provide a competent personnel, that language courses do group pupils by ability, and that they stand by their brochures.

That is more than can be said for EFL in the other great growth area in France, English teaching at work, where there is no specialist professional organization. The French, in a sense, are fortunate in that it is a legal liability for firms to provide recurrent education opportunities for their employees. Under a law of 1971, firms over a certain size have to pay a one per cent payroll tax or show that they are making recurrent education provision.

Much of the money goes into language teaching, most of it in the private sector. Dr Peter Roe, English Language Officer at the British Council in Paris, says "firms buy teacher time. They don't necessarily get the quality".

Outside the doors of a modern languages fair, Expolangues, held in Paris recently, the first of its kind in the world, say its organizers proudly, bringing together modern language providers and users, a union protest was much more vehement. "Foreign language teaching is slave labour and offers no guarantee of competence to the customer". Language school proprietors and employers will not sign a national agreement which would give teacher contracts and offer some guarantee of professional standards. Signifi-

cantly, some of the best known names in the language school business were not present at the exhibition.

But among serious organizations there are clearly some interesting developments. Dr Roe pushed me in the direction of ELT Banbury, which has many international contracts. They had done some work in President Giscard's time for the super prestigious institute Auguste Comte for high flying civil servants. Then it was closed down as an unnecessary luxury by President Mitterrand. Now ELT has just set up an office in Marseilles, near the big refineries of Fos and Berre (where Shell operates). They hope to cream the pick of the English language teaching contracts, with their proven strength in tailoring courses for firms and their training programmes for teachers. Their initial disappointment is tempered by the fact it has pushed them to expand.

Perhaps there is a moral in that story, heralding an improvement and expansion of EFL in France. But after seeing ELT I spoke to a Frenchman at the exhibition representing a firm which operates in one of the main business areas of Paris. We talked about various factors which might contribute to success. "Which does in your view?" I asked. Back without a moment's hesitation came the unhesitating reply: "Good salesmanship".

Annie Corbett

## Quality control

An establishment is to be granted recognition for the next three years. All this demands a high standard of administration which the British Council has handled splendidly in

spite of the pressure to deal with a backlog arising from the transitional period.

Ray Arthur

**Assignments Advanced: A Proficiency Language Practice and Study Skills Course.** By Ker van Werkum, Ger van Stokkum and Robert Druce. Collins £3.95. 00 370048 R. Key £1.00. 370049 6. Cassettes £12.00 + VAT.

**Assignments Advanced** is subtitled "A Proficiency Language Practice and Study Skills Course". As this suggests, the materials are primarily aimed at prospective candidates for the Cambridge Proficiency and RSA 3 examinations. The second part of the subtitle presumably justifies the writers' claim that they are also suitable for students in their first years in universities and teacher training colleges outside the UK.

Those who are already familiar with the previously published *Assignments* will recognize the format. It is virtually identical. The difference is, the writers state, that there is more listening practice, the reading passages are longer, and the learners are called upon to write more often. The overall level is, of course, more advanced, "but not alarmingly so". The course's 20 units are each built round a topic, many of which relate specifically to life in Britain, for example Unit 7: "Not an English Thing?", which is about the Last Night of the Proms. Unit 8: "Taking the lid off brass rubbing", and Unit 20: "This way round", on the Open University. However, the authors have attempted to introduce a more international flavour with, for exam-

ple, written material from Australia and Canada in Unit 4 and interviews with non-native speakers in Units 5 and 13. Each unit contains seven "assignments". The first six set listening, reading, writing and discussion tasks based on reading texts and, in most cases, a recorded interview. This normally makes for a good variety of learner activity. A notable exception, however, is Unit 11, where all six assignments require written descriptions of photographs. There is apparent variety in the reading texts, which are printed in their original form and therefore give the materials an attractive visual format. However, most of them are newspaper cuttings or publicity handouts which means there is

in fact little stylistic variation. Judging by the initials in the transcripts, many of the interviews were conducted by one of the authors. If that is the case, one might quibble as to whether they are truly authentic. The language appears to be pretty spontaneous, though, and certainly contains a plentiful range of performance variables. The interviews are nearly all long, but are only occasionally divided by the authors into sections.

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Mike Beaumont

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## RESOURCES

## Prisoners' rights

Susan Thomas on materials from Amnesty International

Amnesty International, the London based world-wide human rights organization, is currently producing educational materials for schools. "Teachers are constantly asking for something for assembly, or sixth form liberal studies, or just one lesson with the second year," says Sue Adams, AI's Publicity Officer. "Much of our existing material is unsuitable for children, so we decided to write our own."

This demand, she says, is the result of a heightened interest in human rights. TV coverage of events in South America, the Middle East, Ireland and the Soviet Union means that children are aware of some of the issues. Religious knowledge teachers, especially those in the inner city schools with large minority groups, are keen to expand the traditional syllabus. While there is plenty of material available on Third World problems, little of it is concerned with human rights - hence Amnesty's educational project.

Urged on by Sarah Woodhouse, convenor of the Amnesty Teacher's Group, the project leaders have written eleven units. "The emphasis is on lively, thought-provoking presentation - not too much text and plenty of graphics," says Roger Hibbit, an advisory teacher with ILEA and one of Amnesty's Education Officers. Some of the units are very general, taking the United Nations Declaration of Human Rights as a starting point and considering the wider issues of rights, responsibilities, international legislation, and the need for an organization like Amnesty.

Others are more specific - "Prisoners of Conscience" (three case studies with assignments and class-room activities), "Censorship", "Disappearances", "Torture", "Familiars", there are two drama based units - "Acting Games" and "Drama Sketches". The unit titles indicate whether they are written for the 11-14 year olds, the 15+ group or are suitable for all ages. The approach throughout encourages pupil participation.

Most units suggest assignments. Having read the story of Winnie Mandela, students might write a sample letter to the South African government protesting at her treatment, compose a pro-government headline for a national newspaper, act out her interrogation by the authorities or consider their own reaction to a series of controversial statements. The ensuing discussion sessions are designed to heighten awareness of human rights issues and the way in which freedom of thought, conscience and religion, the basic tenets of the Declaration of Human Rights, may be infringed. A useful resource list accompanies each pack.

As well as the teaching units there are a number of education aids already available - some very graphic posters, a chilling slide pack to be used with discretion and accompanying speaker's notes as an introduction to Amnesty's work. "Photo-File 1961-81", and two simple, readable books on rights and responsibilities. Sarah Woodhouse's *Your Life, My Life* and Jeremy Cunningham's *Human Rights and Wrongs* are both from Writers and Scholars Educational Trust. They are beautifully illustrated (the first with photographs, the second with cartoons), lively and suitable for top juniors and lower secondaries.

There is evidence to suggest that children are more able to understand concepts of love, tolerance and freedom when they are secure pre-pubescent or fully fledged sixth formers than in the tumultuous adolescent years and Sarah Woodhouse is keen to promote human rights teaching at this stage.

For older students, Johnathan Power's readable, factual Fontana paperback *Against Oblivion* is an excellent introduction to Amnesty. "And speakers?" "We can usually send someone from a particular country," says Sue Adams "and with personal experience of the denial of human rights." There is no charge - "though sometimes we become the class charity for a while - that's nice

because it's a further consciousness raising event". There are also tape recorded interviews of three released prisoners and a list of useful *Panorama* and *Man Alive* films lodged with Concorde Films.

Surprisingly AI, which was founded by an English lawyer, Peter Benenson and is based in London, which won the Nobel Peace Prize in 1977 and the United Nations Human Rights Prize in 1978, is almost as well known in this country for its connexion with *The Secret Policeman's Ball* as for its work for prisoners of conscience.

"And yet," says Roger Hibbit, "the appeal of working for Amnesty is immediate and personal". Through letter writing members put pressure on governments to release prisoners of conscience. They write supportively to the prisoner and family, send money, food or medical supplies and, if it seems likely that an individual is in imminent danger of torture, ill treatment or death, they bombard the authorities with telegrams thus making it clear that the outside world knows what is happening.

Letters seem a puny weapon but Amnesty's world-wide appeal on behalf of Julio de Pera Valdez, a Dominican trade union leader, held naked in a prison cell, illustrates their potency.

When the first 200 letters came the guards gave me back my clothes the next 200 and the prison director came to see me... 3000 letters... I was released. Later the President wanted to know how a mere trade union leader could have so many friends all over the world."

The results are rarely so dramatic, says Hibbit. Often a prisoner will get a 25 year sentence with little hope of reprieve, then the group is faced with 25 years of support. This is one of the reasons why it is often more appropriate for schools to affiliate to a local group rather than form their own. "It's not just the problem of continuity, it can be very



discouraging. You may write literally hundreds of letters and never know that one has got through."

Schools, he says, are particularly good at fund and consciousness raising. They stage poster exhibitions, parties for a prisoner's birthday, contact fellow churchmen, trade unionists, writers or serve bread and soup lunches or give film shows. If they become an adoptive group, however, they must take on two prisoners. It is a big responsibility. Even so there are 40 school groups in the country regularly sending careful, diplomatic letters to offending governments.

AI is doggedly neutral. Every penny is raised by its own efforts, nothing comes from any political party or government. Each adoptive group supports two prisoners from totally different geographical areas and political ideologies and, although it will not adopt anyone who has used violence, it continues to campaign for the humane treat-

ment, the fair and speedy trial of all prisoners. It has always been opposed to the death penalty. In spite of this, it is regularly accused of being communist, fascist or terrorist.

Sadly, as fast as Amnesty's work spreads, repression and injustice keep pace. "The pattern is changing," says Sue Adams. Prisoners no longer name any Iranian prisoners, to do so would mean their immediate execution as an imperialist. The South Africans have adopted a new cat and mouse technique, releasing and re-arresting at short intervals so that it is difficult to campaign for release and in too many countries, there are few prisoners of conscience. "It is easier all round just to let them straight away."

For further information contact Amnesty International, Education Project, Tower House, Southampton Street, London, WC1. 11 units and an introduction in a plastic folder. The units cost between £1 and £1.50.

## Educational drills

Liz Heron visits an exhibition on the history of education

"Horrible." That was the verdict of two nine-year-olds from St Joseph's School in Bermondsey, after a taste of nineteenth century teaching methods. Both were gleefully relieved to have escaped the rigours of a Victorian schoolroom as portrayed in the Liveness Museum's vivid recreation. Splashes on the narrow sloping desks betrayed the outcome of the children's endeavours at neat copying with steel-nibbed pens and inkwells. Earlier that morning they and their classmates had been put through their paces with some playground drill.

The mock lesson was all part of the Liveness Museum's exhibition "The Three Rs" on the history of education. With so many local schools dating back to the establishment of the 1870 Education Act, and consequently celebrating their centenary around this year, the Liveness decided to make it the occasion for a look back. Numerous various London museums.

"The exhibition begins by sketching a picture of education in the Ancient World, then moves on to the role of the Church, and the part played by philanthropy in setting up the public and grammar schools, and later the charity schools in the nineteenth century. Prints and drawings, school reports and other historical documents enliven the account. Children on group visits see a slide show on the history of schools."

Concluding the exhibition is a fascinating photographic record of classroom and playground scenes since

the turn of the century, documenting changes in uniforms, in attitudes to discipline, and particular developments in the curriculum. There's also a series of drawings showing how school desks were designed to accommodate only pre-cursor regulated posture and movements by pupils.

It was this harsh disciplinary aspect of the classroom that provoked a mixture of interest and horror in the children. Worksheets in hand they inspected the Victoriana on display: educational toys and games with a moral of some kind heavily underlined, tiny labelled specimens of mineral and household materials for use in "object lessons", attendance medals, alphabets that were an opportunity to illustrate more moral precepts.

Since the exhibition opened in September, it has attracted school groups daily and the mock classroom sessions are fully booked until March, when it closes. It has proved so popular with pupils and teachers that it has already stimulated history research projects. On display in the projects room are charts and illustrations: tracing the histories of several schools, work that pupils embarked on after visiting "The Three Rs". Among the worksheets and other printed information accompanying the exhibition the Liveness provides a list of sources for such research by individual schools, both in London and outside.

The Liveness has no permanent collection and mounts its changing exhibitions very much in collaboration with the community, by drawing on local archives and resources as well as using material and

reminders provided by individuals, and by making its collections open to participation. "The Three Rs" is an encouraging example of how well such an approach can succeed and it's one that other museums throughout the country are probably well placed to follow.

The Three Rs is at the Liveness Museum, 682 Old Kent Road, London SE15 1JF (01-639 5904) until March 19. Open Monday-Saturday 10.00-5.00. Admission free.



## Pull-out newsreel

Gorman Stafford on 'Today's History'

Today's History  
Channel 4, monthly on Sundays  
Next programme, Women and Society - February 14

Channel 4's ambitious new series, focusing on key issues and concepts in contemporary history, is now well into its stride. Current events are explored in their historical perspective, and in the process, viewers are exposed to the techniques of the historian. The results so far are as interesting as the process. Each programme is supported by a four page pull-out supplement in the current issue of *History Today*.

The introductory programme on Poland bristled with the kind of questions which the Poles ask themselves. Why is it that the Poles have fought so frequently far beyond their own frontiers in the support of noble causes but have been left alone to fight for their own freedom?

Has the insurrectionary road been the right one? (The question posed against seemingly endless graveyards). Who exactly are the people who constitute the core of Bismarck's "seasonal state"? What holds Polish society together against such formidable odds? The supplement in *History Today* included an analysis of the effect of Poland's geography on her history, a bibliography of the most important works in English and a chronological outline of key events in the thousand years of Poland's history. "Invisible History" assessed the difficulties inherent in the use of film as a source of evidence in contemporary history. Official film of Yalta, genuine enough, suggests unanimity and gives no indication of controversies boiling beneath the surface. Fake enough, it conveys the meaning of the event: Film of the wounded in the South Atlantic pulls no punches but is not considered suitable for release until the war is over. What exactly do we want film to tell us?

Despite its unique contribution to a less literary understanding of the past, film appears as circumspect form of evidence as any other. The newsreel cameras of the world out in force at Ulster's Bloody Sunday will fail to provide the answers. "Why War?" sought to define the fundamental motives which lead countries to resort to war and the ways in which war has changed and developed over the centuries. Population changes and competition



Marie Curie. Picture from 'History Today'

for the "lands of first choice", the need to find resources to feed new technology and human hatred are all offered in explanation. America's transition from deliberate isolationism to the role of world policeman is explained as a form of self-defence, compounded by the delusion that influence could be achieved without imperialism.

The notion that international instability may require the great states, once again to impose order seems to provide the logic of a new imperialism. By using contemporary experiences to provide the examples, the programme committed itself to partial answers and fell short of its original claim. The brief was simply too large for a single programme.

Intractable current problems viewed in their long-term setting appear even more intractable. Historians distrust the glib answer to complex problems. Politicians need to offer the painless solution. Those with an understanding of the past know that this is rarely possible. The dismal conclusion to the programme on war was that future conflicts will only be avoided if people behave more responsibly or if some way can be found of abolishing technology. Not much comfort here.

The series produced by Jerome Kuehl, associate producer on *The World at War*, allows experts to suggest the answers - Neil Ascherson on Poland, Stuart Hall on film and John Keegan on war. Future programmes include the rise of Marxism, the concept of inflation, urban violence and terrorism. The programmes will be most useful in the upper years of the secondary school and beyond. The thematic approach does allow engagement at a variety of levels and some of these programmes will take the most able students as far as they wish to go. Schools are invited to video the programmes free.

It must be matter of concern that the problems and concepts, to which this series addresses itself, are left to chance inclusion in the peripheral regions of the secondary curriculum.

## Sexy maths and science

Virginia Makins previews 'Horizon'

Horizon  
BBC 1, February 14, 9.25pm. Re-broadcast February 20, 4 pm.  
Produced by the Open University

The Monday's Horizon programme hardly be more timely. It is a fascinating exposition of the ideas of Seymour Papert, and of the possibilities of the computer language LOGO which he helped to develop. Papert's claims for Logo are ambitious: he believes it gives children a personal, aesthetic, sexy way of exploring mathematical and scientific ideas which are normally presented (very unsuccessfully) in arid textbook forms.

Logo made television to demonstrate its potential: it showed children using it in England, and the US, with normal, privileged, and handicapped children. The report concentrated on Logo's graphics and design possibilities: Papert says that it is a language where children can program from the computer equivalent

of baby talk to sophisticated programming ideas.

Teachers who are sold on Logo stress the way it puts children in control of what they do and gives them a chance to use and talk about mathematical ideas. But using Logo properly demands a high degree of professional confidence - not least in children. The Horizon programme, concerned to explain Papert's view of Logo's potential as a culture-free learning tool, does not quite come clear about the difficulties of introducing in conventional schools.

Still, one or two teachers in the programme seem to have succeeded in letting children explore Logo with enough freedom to bear out some of Papert's claim. With verve, the children used the machines sponsored in the Department of Industry scheme. This programme seems obligatory viewing for teachers concerned with introducing new micros into schools - and would well repay staffroom discussion.

## MEDIA

## Plot and story

Roy Blatchford on 'Language in Action'

ETV  
Language in Action  
BBC1, Tuesdays, 2.40pm.

Implicit in the shape and direction of *Language in Action* have been certain key notions about language: that it is central to our experiences and understanding; that it carries many of our beliefs and values; that it is learned in interaction; and that it is a resource or tool with which people make meaning. Sadly, these important assumptions surfaced only rarely in any explicit way.

All five programmes were equally an interesting and critical reminder that if we look carefully at the matter that gets handled in the school subject we call English, a large proportion of it comes into the classroom with the pupils rather than the teacher.

Producer Bruce Jamson was previously responsible for the excellent *Communicate* series in which he examined for his teenage audience the languages of television, radio, advertising, journalism, comedy and the short story. *Language in Action* covered much of the same territory but unfortunately it offered little new in the way of content or perspective.

In place of the jaunty, searching analysis of writing in and for different contexts that characterized *Communicate*, this latest series often appeared hurried and superficial. The first two programmes invited viewers to share in various writers' workshops. Robert Leeson was filmed with a group of fifth-year students, encouraging them to dig deep into their own family histories, to discover some fascinating strand to focus on as a starting point for a story.

"Writing Stories" (January 18) overlapped substantially with programme one, this time with black writer Farrukh Dhondy (and the same group of fifth-years) concentrating on some of "the basics": finding a starting point, enlivening vocabulary, gingering up the plot, mastering narrative standpoint.

Dhondy's wit and confidence on the screen came across persuasively to the 15-year-olds with whom he was filmed, and his pithy comments are easily harnessed for class discussion.

sion: "The queen died, the king died - that is a story. The queen died, the king died of heartache - that's a plot."

Yet capturing on film the real ebb and flow of authors collaborating with a group of students is notoriously problematic, and both programmes did less than justice to the reflective, measured way of working that all three authors were seeking to promote. Moreover, neither programme addressed itself to the importance of a sense of audience to the process of writing.

"What's in a Word" (January 25) foolishly attempted to debate the language of advertising, sexism and war propaganda, all in 20 minutes. The programme was a compilation of interviews with students and pundits, alongside snippets of film and newspaper cuttings projected on screen.

Journalist Philip Knightley presented a cogent critique of the British press's handling of the Falklands war while various celebrated feminists offered trenchant analyses of man-made language - unfortunately, in both cases, the level of debate was more in keeping with a *Newsnight* feature than a schools programme for CSE students.

Programmes four and five moved into the area of interviews and techniques of interviewing. "Points of View" (February 1) was more memorable for its extracts from documentary films of animal experimentation than for the points it was endeavouring to make about the different forms of argument people use, and how we each manipulate words for our own devices.

Programme makers for schools television are under constant pressure to ensure that each slot has its own pay-off in teaching terms. *Language in Action* has tried too hard to deliver classroom "packages", and in large part has failed to realize its laudable aims "to help pupils whose ability to express themselves does not match their general intelligence and experience".

A course text to accompany the series - *Words in Action* by John Foster and Bruce Jamson, published by Macmillan - is better geared to the CSE market, and can readily be used without the television programmes.

## On golden plates

Michael Church reviews 'The Royal Family'

CHILDREN'S TELEVISION  
The Royal Family  
Yorkshire Television, Fridays, 4.45 pm

"Dear Queen, is it true that you eat off golden plates? Please write back, from Lisa." "Dear Queen, last night I had a dream..." Yes, at some stage in our lives we probably all have dreams about royalty, no matter how publican our conscious thoughts may be. Prompted by the success of a recent book, Yorkshire have cleverly capitalized on this widespread fascination and produced a pleasant little children's series which starts today.

Those who follow it will learn that the Queen does indeed eat off golden plates (when entertaining Ronald Reagan) and that she doesn't like garlic. They will also learn a host of other details relating to the private lives both of our current royals and of their progeny, less honourable forbears.

Ronald Allison, sometime press secretary to Her Majesty, presents the series, and it is undoubtedly due in part to this connection that the cameras have been allowed such licence. To his viewers (aged 8 to 14) his tone is breezily avuncular, but to his interviewees it is sycophantic. Protocol demands, of course, that when addressing a slightly pudgy, not particularly scintillating gentleman called the Duke of Gloucester, Allison should begin, "Your Royal

Highness", but he would have done well to have explained this to his young viewers. Protocol does not, however; demand that his questions be quite so banal. "Your Royal Highness, do you get a sense of history living in these palaces? It must be marvellous to grow up in them as children..."

Bearing in mind the extraordinary surge of public excitement over Lady Di, one must concede that though protocol may not demand this sort of approach, the need for romance may. But the existence of the monarchy raises contentious issues, and it is surely incumbent on a series like this to air them properly, rather than to leave them to a ringing and partisan coda.

Joy Whitley, the producer, and also incidentally a member of the board to which Jeremy Isaacs is responsible, advances the surprisingly un-Channel Four-like argument that since this is for tea-time viewing the discussion of contentious issues is inappropriate. A member of the advisory team claims that the politics of envy do not raise their ugly head among working class children.

Well, maybe they do and maybe they don't, but how come Yasser's story has become such cult viewing among the less privileged northern young? There is a perfectly good case to be made for keeping the monarchy as we have it, but by letting it go by default, this series is playing into its radical critics' hands.

## BRIEFINGS

## For schools

The English Programme (Monday, 10.04, Wednesday, 10.35 ITV)  
Five plays examining different kinds of power struggle. This week "A Little Patch of Ground" looks at pressures on an elderly man to sell his home.

Theatre Workshop (Monday, 14.40 VHF4)  
Two programmes follow the plot and structure of Brecht's "The Caucasian Chalk Circle" for 13 to 16-year-olds.

Watch (Tuesday, 11.00, Wednesday, 14.01 BBC1)  
How is a television programme made? Six to eight-year-olds visit Ken Browne working on the "Watch" title sequence.

Action-Talk (Tuesday, 11.39, Friday, 10.35 ITV)  
This beginners' resource series gives some answers to the question "why learn French?"

## CE and general interest

Home Economics (Wednesday, 10.38 BBC1)  
14 to 16-year-olds assess the danger of excess fat, as part of a series on modern nutrition and health risks.



Nature (Wednesday, 11.45 VHF4)  
A topical unit on frogs, tadpoles and newts sends eight to ten-year-olds out looking for frogspawn.

Making a Living (Thursday, 11.36 ITV)  
"Facing up to unemployment" is a new programme, for school leavers. Proposes a kind of survival kit.

Economics O level: Supply and Demand (Friday, 10.05 VHF4)  
Introduction to demand and supply analysis for upper secondary pupils in the initial stages of studying economic theory. "The Potterbridge Challenge" sets the task of finding equilibrium and handling data in numerical and graphical form.

Number 10 (Sunday, 19.50 YTV)  
A drama series to take viewers into the private lives of seven Prime Ministers, including William Pitt, the Duke of Wellington, Gladstone, and Lloyd George.

Micros in Education (Monday, 15.30 BBC2)  
Robert Salkeld selects examples of good practice in the use of microcomputers in the classroom. The first programme looks at the potential of the micro as "A new teaching aid".

The Future of Work (Tuesday, 23.00 VHF4)  
Should society change its ideas about work? Should more people be involved in flex-time working and job-sharing?

Jenny Hill



# Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Classified Advertisement Rates:  
Single Column £1.70 per line (min. 3 lines).  
Classified Display £9.70 per s.c.c. (min. 9.5 cm x 2 £184.30).  
Box number facility £4.00.  
Copy deadline (space permitting) Monday preceding Friday of publication.

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## PRIMARY HEADSHIPS

continued

## LINCOLNSHIRE

## SPALDING COUNTY PRIMARY SCHOOL

Roll 310

Required for September 1983, Headteacher Group

Forms and details from the Divisional Education Officer, County Hall, Boston, Lincolnshire, on receipt of a S.A.E. to whom forms should be returned by 14 days after the closing date (10010)

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## LEICESTERSHIRE

## SOUTH KILWORTH C.E. CONTROLLED PRIMARY SCHOOL

## HEADSHIP - GROUP 1

Required August for this South Leicestershire school with a roll of 120. Details on request (10010)

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## LEICESTERSHIRE

## SOUTH KILWORTH C.E. CONTROLLED PRIMARY SCHOOL

## HEADSHIP - GROUP 1

Required August for this South Leicestershire school with a roll of 120. Details on request (10010)

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**English**

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**Heads of Department**

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**BUCKINGHAMSHIRE**  
**WYCOMBE AREA**  
**WYCOMBE HIGH SCHOOL**  
Lawley Hill, High Wycombe,  
Bucks  
Head: Mrs R.A. Baylis  
Roll: 1000 girls

Required for September 1983  
Head of English Department  
(English) in this selective  
grammar school for girls

£300 in the Sixth Form), to organise the subject throughout the school and to teach it. Oxfbridge entry.

Reimbursement of removal expenses, 125 allowances for legal and Estate Agents fees, maximum payment 2750 and incidental expenses of £125 payable in approved cases. Housing allowance and removal also payable in approved cases.

Announcements in writing to the Headmistress at the school, enclosing stamped addressed envelope. (Ad. 1010, 1994)

**KIRKLES**

**METROPOLITAN COUNCIL**  
(REF 85)  
**BIRKDALE HIGH SCHOOL**  
Birkdale Road, Dewsbury  
West Yorkshire WF13 4HQ  
Required for September 1983  
a **HEAD OF ENGLISH**  
**SCALE 4**, in this developing  
mixed 12 - 16 comprehensive  
school of 250.

Varied experience, innovative flair and strong organizational and teaching skills are essential. An interest in developing an ESE-related leadership policy would be welcomed.

Coverage of application with curriculum vitae and detailed two persons for reference to Mrs. Heidi Teacher within 14 days of this notice in the press. (64835) 13241

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**SOLIHULL**  
**EDUCATION COMMITTEE**  
**WOLLEY SCHOOL**  
Kington Green Road, Olton,  
Solihull, West Midlands B95  
5SR  
Tel: 021-766 8771  
Fax: 021-766 8772  
**HEAD OF ENGLISH**

**DEPARTMENT**  
**Required for April**  
**September 1983 in the 11**  
**16 ability schools. We**  
**qualified and experience**  
**teacher is required to lead**  
**flourishing and progressive**  
**Department.**  
**Application form and further**  
**details available from the**  
**teacher at the school**  
**(a.e. please). (54543)**  
**13241**

**MARSHLANDS HIGH SCHOOL**  
Millers Lane, Wollaston  
Newcastle ST5 9JU  
Required for September 1981  
This is a Co-educational  
comprehensive school with 1100  
pupils aged 11 - 18 (including  
a Sixth Form).  
**TEACHING OF COMMUNICATION STUDIES**  
Diss. (Special) qualified graduates  
with a proven teaching ability  
and adequate experience will  
be required to develop and  
develop a Department responsible  
for the teaching of English  
as a basis for the study of  
and a medium through which  
other studies may be pursued.  
The successful candidate will  
be required to develop  
and enhance the teaching of English  
across the curriculum, to  
form part of the curriculum  
policy in English  
Communications Skills across  
the curriculum and to  
active and organisational

reference to a necessity as an understanding of curriculum development.

With further details, together obtained by sending a S.A.S. to the headmistress, Mrs. M. Sarsfield, B.A., to whom the complete forms should be returned by 7th March, 1955.

All applicants are asked to send their names to the Council's view that it is desirable to have employees to be members of the British Trade Union. (44850) 15411

**Roll 225**  
**Roll 225**  
 English teacher. Scale 5 post  
 required for September 1  
 earlier if possible, to teach  
 across the age and ability  
 C.A.S. 'O' and 'A' level. The  
 person appointed will be re-  
 sponsible to undertake additional  
 responsibilities within the  
 department.

**Roll 225**  
 A.A. 2259. Assistant  
 face and disturbance lega-  
 wance can be considered.  
 further information and ap-  
 plication form will be sent  
 receipt of A.A. will letters of  
 application form to be ad-  
 dressed to the Headmistress  
 the School, (53007). 12545

ESSEX  
CHISWELL SCHOOL  
London (Essex)  
See 'Independent Education'  
(64884) 732426

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**OXFORD**

**HEDDINGTON SCHOOL.**  
Independent boarding and day school for boys aged 7-18. VIII form from 1900. A graduate to teach history & English, and to direct the STUDIES at Advanced Level. Salary: Burnham Scale 1. Applications, with full curriculum vitae, and the names of three referees, should be sent as soon as possible to the Headmaster, Oxford Heddington School, Oxford OX5 7TD. (6748) 152824

**SURREY**

**TEACHER REQUIRED**  
**HISTORY TEACHER** wanted to replace a retiring teacher. Young recently qualified History Teacher required to take residential independent sixth form. Accommodation, superannuation, pensional facilities. Sports an asset.  
Applications preferred by salary £25,500 per annum

**Home Economics**

**Heads of Department**

**SURREY**

**PARSONS MEAD**  
Aldershot, Surrey

Girls' Independent Day  
and Gardening Scheme  
GSA & GOSIA MEMBER  
(1970 girls)

Regulated in September  
1968. A qualified teacher  
& GOSIA member, and  
Senior School to "D",  
and a level Well-outfitted  
specialist room. Post avail-  
able. Salary open to con-  
sideration. Salary post available to  
highly qualified candi-  
date.

Apply in writing to the  
Headmaster with curricu-  
lum vitae and names and  
addresses of three referees.

## Other Assistants

**LONDON**  
**THE GODOLPHIN AND LATYMER SCHOOL**

**Humanities**

**Other Assistants**

Independent Day School - 500 boys - R.M.C.  
Graduates required for September to teach about third Lower and Middle School Geography with another subject or subject in R.E. and/or English. Willingness to help with games or other activities a strong recommendation. Salary Burnham Scale 1 plus High School Allowance. Applications with curriculum vitae and telephone numbers of two referees should be sent to the Principal.

780003) and about age 17 (12/20) 183284  
 183285

**Mathematics**

**Heads of Department**

**DARBYSHIRE**

**ST. ALPHIN'S SCHOOL**  
 Darley Dale, Matlock.  
 Darbyshire  
 Church of England boarding  
 day school for girls  
 15th September 1943  
 16-year-old graduates a head  
 of the school. The school  
 throughout the school to uni-  
 versity entrance level. Ex-  
 cellent teaching facilities in de-  
 partments with good science  
 record interest in helping  
 the war effort in a variety  
 of ways. Some 5 post for experi-  
 ence.

Further details from and  
 applications to the head-  
 master, with full particulars view-  
 ing by appointment 15/9/43  
 (12/20) 183418

**IPSWICH**

**ST. JOSEPH'S COLLEGE**

Head of Mathematics. Dur-  
ham Scale 4.  
Applications with names of  
two referees to the Headmas-  
ter. (57198) 185618

Classes throughout the school, including O-Level Food and Nutrition and A-Level Home Economics. Scale post available according to experience.

Apply by letter to the Headmistress at the school with curriculum vitae and

**Humanities**

**Other Assistants**

**NOTTINGHAM**  
**NOTTINGHAM HIGH**  
**SCHOOL**  
Assistant Day School - 800  
St. W.M.C.  
1983-84  
to teach about age  
Middle School Geography  
with games or other activities  
a strong recommendation.  
High School Allowance.  
with the names  
parts of two references should  
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Head of Mathematics. Durham  
Scale 4.  
Applications with names of  
two referees to the Headmaster.  
(57198) 185418

**Mathematics**

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**Heads of Department**

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**DERBYSHIRE**

**Darlington**  
Church of England boarding/  
day school for girls  
(tel.) 15415  
September 1985.  
Oxford graduates as HEAD  
of CHURCH MATRONS, teaching  
throughout the school to uni-  
versity entrance level. Exce-  
llent teaching facilities. De-  
partment with good academic  
record, interest in helping  
with careers work an advan-  
taged. Sends a post for experi-  
ence possible.  
Further details from mid-  
dle and secondary Headmas-  
ters with full particulars  
and names of two referees.  
(01830) 15415

**IPSWICH**  
**ST. JOSEPH'S COLLEGE**

Head of Mathematics. Durham  
Scale 4.  
Applications with names of  
two referees to the Headmaster.  
(57198) 185418

[illegible]







**ESSEX**  
PRINCIPAL required for Tertiary College to be established in Harlow in September 1984.  
For further details see Display advertisement under Sixth Form & Tertiary College. (04852) 320

**SHEFFIELD**  
**STANNINGTON COLLEGE**  
Myers Grove Lane, Sheffield  
S6 5JL  
**HEAD OF DEPARTMENT -**  
**GRADE IV**  
**BUSINESS AND**  
**SECRETARIAL STUDIES**  
Applications are invited  
the above post, the successful  
candidates to take up duty  
1st September 1985.  
The appointment arises  
the retirement of  
former Head of Department

appropriately qualified  
have had teaching, industrial  
and organisational experience.  
Application forms  
further particulars obtainable  
from the Chief Administrative  
Officer (Ref. JM), to whom  
they should be returned by  
in 14 days of the appearance  
of this advertisement. Please  
enclose a stamped address  
envelope.

**Other Appointments**

**BERSHIRE**

**LANGLEY COLLEGE OF  
FURTHER EDUCATION**

**SENIOR LECTURER to a  
an Engineering Group  
leader**

Applications are invited  
for the above post con-  
sidering on 1st May 1981

possess a degree or the equivalent in electrical engineering with industrial and teaching experience relevant to a wide range of engineering and/or TEC Certificate courses. Good administrative skills are required as the qualifications should include work in electronic laboratories.

**Salary Scale:** £10,400 - £12,000 per annum including London Allowance.

Berkshire has a scheme for assisting with removal expenses.

Further information or application forms from the Principal, Legal College of Further Education, Station Road, Leamington Spa, Warwickshire CV34 5EF.

Please enclose a stamped addressed, foolscap envelope.

Closing date: 15th February 1983. Tel: 77251.

**PSHIRE**  
**COMMITTEE**  
**OF TECHNOLOGY**  
*Advertisement*  
**CIPAL**  
*(currently under review)*  
**£22,929**  
*above post which becomes*

of application, which must be received by the County Education Officer, Hampshire SO23 8UG quoting the following reference: *Should let the County Education Officer be reconsidered.*

**lege** of Building and  
Further Education  
ad, London SW8 2JY  
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an suitably qualified and membership of this expanding 1 April 1983. The vacancy of the postholder to the London College. Julius £834. Inner London

titles employer

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## ADMINISTRATION LEA

continued

## HARINGEY

**ROYAL BOROUGH OF HARINGEY INFORMATION**  
The London Borough of Haringey is seeking a permanent staff to support the training activities of the Council. The post holder will be responsible for the electronic office, and will be required to develop community, business and school links to facilities as well as to develop resources and services.

**ADMINISTRATIVE OFFICER**  
The London Borough of Haringey is seeking a permanent staff to support the training activities of the Council. The post holder will be responsible for the electronic office, and will be required to develop community, business and school links to facilities as well as to develop resources and services.

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## KINGSTON UPON THAMES

**ADMINISTRATIVE OFFICER**  
The London Borough of Haringey is seeking a permanent staff to support the training activities of the Council. The post holder will be responsible for the electronic office, and will be required to develop community, business and school links to facilities as well as to develop resources and services.

## Senior Management Opportunity in Education

## HEAD OF SCHOOLS DIVISION

£16,234 to £16,188

This is a third tier post in the Education Department of a progressive Outer London Borough which is adopting a positive approach to its environmental, cultural and economic problems and is seeking to foster multi-cultural harmony amongst the various ethnic groups in the local community. The borough will benefit from the economic regeneration resulting from the London Dockland development schemes. The person appointed will be expected to play a full and active part in the Senior Management Team of the Education Department. The provision of Secondary and 18-19 education is currently under review and the postholder will be involved in this major policy development. He/she will be specifically responsible for teaching staff, education and equal opportunities and the Education Welfare Service. Applicants should be graduate teachers with extensive experience in education administration and will need to demonstrate the ability to operate effectively at Senior Management level in a challenging, demanding, yet rewarding post.

If you wish to discuss this post informally, please contact James Telling, Director of Education, Tel: No. 834 4545 ext. 201.

Previous applicants will automatically be reconsidered.

Application forms and further details are available from the Chief Executive, Town Hall, East Ham, London, E6 2RP, or Tel: 01-471 0819 (24 hr answering service) quoting reference AGC28.

Closing date: 28th February, 1983.

London Borough of **NEWHAM**

## SENIOR ADVISER: MUSIC

Ref. No. EDU/1325/CO

Salary Grade: Solbury Head Teacher Group 10 (0-4)

£15,240 - £16,443

The post is vacant as a result of the present holder's appointment as Chief Executive to the Associated Board of the Royal Schools of Music. Candidates should be musicians of some distinction with appropriate qualifications and successful experience in schools and/or colleges at a senior level. Experience of advisory work with a Local Education Authority is highly desirable.

## ADVISER: MULTI-CULTURAL EDUCATION

Ref. No. EDU/1389/CO

Salary Grade: Solbury Head Teacher Group 9 (0-4)

£14,316 - £15,519

This is a new post with the Authority. Candidates should be well qualified academically and have successful experience in schools at a senior level, and with pupils from ethnic minorities.

Experience of advisory work with a Local Education Authority would be an advantage, as would experience in multi-cultural activities involving the in-service education of teachers.

All Advisers in Avon have both faculty or single responsibilities and general area duties.

Further details and application form, returnable by 28th February 1983, from the Director of Personnel, Tel: Bristol 298605, P.O. Box 270, Avon House, The Heymerley, Bristol, BS99 7HE.

Please quote appropriate ref. no.

Avon COUNTY COUNCIL

## KINGSTON UPON THAMES

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## OUTDOOR EDUCATION

## POWYS

**COUNTY COUNCIL**  
EDUCATION DEPARTMENT  
STAFFORDSHIRE  
Fully equipped outdoor centre  
for schools, colleges, youth  
clubs, etc. Courses available  
for all ages. Facilities include  
camping, canoeing, climbing,  
etc. Further details available  
from the Education Officer,  
Staffordshire County Council,  
Lea Road, Stoke-on-Trent,  
Staffordshire ST4 6LH. Tel:  
0902 64411. 660000

## SNOWDONIA

**LLANBERIS - Outdoor Activity**  
Courses available for all ages.  
Courses include: canoeing,  
climbing, etc. Further details  
available from the Education  
Officer, Snowdonia National  
Park, Llanberis, Gwynedd,  
LL55 2UB. Tel: 0282 51111. 660000

## YORKSHIRE

**RESIDENTIAL**  
Courses available for all ages.  
Courses include: canoeing,  
climbing, etc. Further details  
available from the Education  
Officer, Yorkshire County  
Council, Leeds, LS2 9BT. Tel:  
0532 43111. 660000

## English as a Foreign Language

Course Directors required for  
our BFL summer courses  
throughout the world. Courses  
are available from early  
autumn to early spring. Experi-  
ence and qualifications essential.  
Apply for details to: North-  
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